

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

Effective: 8-May-2023

Updated: 17-Jun-2025

College: St. Lawrence College

Incumbent: Vacant

Position Title: Manager, Academic Advising

Classification: Pay band 11

Division/Department: Student Success

Location/Campus: Tri-Campus

Immediate Supervisor (title): Dean, Student Success

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: _____

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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 Manager is responsible for leading a cross-functional team, including Academic Advisors and International Student Advisors and responsible for developing, implementing and maintaining student retention services with a focus on at-risk and international students who require additional resources and supports. Collaborating with other members of the college such as academic and registrar staff to ensure academic records, progression, and monitoring is accurate within various systems. This position will be responsible for providing guidance and insights into systems improvements from a staff and student perspective. In collaboration with others, this position will champion retention and student success initiatives for the college.

KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

	<u>KEY DUTIES</u>	<u>% OF TIME</u>
1.	ADVISEMENT SERVICES: Responsible for the implementation of student advisement services including identification of pathways for student success, assesses new programming and project-based initiatives that support student development, success and retention based on current research, literature, and data-informed best practices. Provides oversight of the delivery of advising workshops and academic advising for current students, including marginalized or at-risk groups. Provides oversight for international student advising, especially as it encompasses immigration regulations and compliance. Manages caseloads and data-informed triage protocols. Designs, establishes and evaluates targeted retention and progression initiatives and outcomes. Fosters relationships with academic and registrar divisions in support of custom planning, targeted retention initiatives and ensures appropriate interventions and support referrals to a variety of departments. Fosters a strong commitment to customer service while supervising a staff team of and liaising with academic, registrar, and student support services.	45%
2.	SYSTEMS ENHANCEMENTS: Responsible for identifying and implementing system improvements and upgrades to enhance team efficiency, service delivery and self-service amongst students pertaining to progression and academic advising. Document associated business process changes with system enhancements. Analyze reports from various systems such as PeopleSoft Student Information System, and other platforms to assist in decision-making and workflow optimization for the department, division, and college. Work in a cross-functional collaboration with campus partners including IT and Registrar's Office.	15%

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3.	<p>ADMINISTRATIVE DUTIES: Develops, maintains and monitors departmental budgets, and organizes and directs departmental activities/systems to achieve organizational effectiveness. Identifies and develops funding opportunities and prepares and submits proposals and reports to secure or maintain funding from government and/or non-government funders.</p> <p>Maintains a high level of staff and department performance through effective recruitment, selection, comprehensive training, staff development, and performance management. Takes the lead and/or serves on various campus, regional, provincial and national committees related to their role. Ensures International Student Advisors have appropriate certification to provide guidance to students</p>	25%
5.	<p>ADDITIONAL DUTIES: As assigned</p>	5%
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) Prioritizing At-Risk Students: provides support and guidance to team members in determining the prioritization of students who are “at-risk” and outlining coordinated intervention strategies. This involves using qualitative and quantitative reports/data, grade data, systems data (, assessing the validity of reports/data and then providing direction on, and coordinating, intervention steps to be taken by team members. The strategic re-allocation of team resources may be required, as well as consultation with appropriate academic program areas and strategic enrolment subcommittees in the execution of intervention measures. The Manager ensures interventions are tracked and corresponding student outcomes captured to evaluate effectiveness of interventions for the student, and for future intervention strategies.
- b) Resource planning and allocation of college staff and contracted staff assignments based on analysis of volume and need for academic and international student advising. Frequent decision making and financial management to ensure that services are adequately staffed, assignments are completed and budget targets are met. This requires monitoring of service needs, budget variances, timely allocation of funds, staff planning (support staff, part-time staff and contract services). Incumbent must ensure timely decision-making where there are new initiatives and changing opportunities with the sector to meet expectations.
- c) In collaboration with other members of the College’s technical team, the incumbent provides guidance on end-user usage in the organization’s enterprise resource systems, taking into consideration stakeholders’ needs.

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2. EDUCATION (to be finalized 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 finalize the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post Secondary

Partial Secondary School Secondary School Completion

Post Secondary

1-Year Certificate 4-Year Degree
 2-Year Diploma Masters Degree
 3-Year Diploma/Degree Post Graduate Degree

Professional Designation Specify:

Other Specify:

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

Bachelor's Degree in Arts, Education, Business, or related field

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).

- Advanced knowledge of student/human development theories as they pertain to the post-secondary environment.
- Demonstrated knowledge of academic pathways and commitment to academic excellence and student success including impact on immigration status and pathways.
- A strategic understanding of the challenges, emerging trends, and issues in post-secondary education.
- Understanding of student transitions, including the distinct needs of international students.
- Ability to coordinate complex service delivery models and respond to diverse needs of a variety of key stakeholders.
- Organizational management, project and case management skills as it pertains to organizing an academic advisement teams.

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- Highly developed human relations and interpersonal skills; solid human resource management skills including knowledge of appropriate legislation pertaining to the postsecondary educational environment such as: Ontario Human Rights Code, Freedom of Information and Protection of Privacy Act, CAAT Support Staff Collective Agreement, etc.
- Familiarity with ERP (eg. PeopleSoft)
- Strong research, data analysis skills.
- Experience in financial budgeting, management, and reporting.
- Excellent written and verbal communications skills along with highly developed interpersonal skills.

3. EXPERIENCE (to be finalized 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 finalize the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

<input type="checkbox"/> 0 - no experience	<input type="checkbox"/> 3 years
<input type="checkbox"/> 1 month	<input checked="" type="checkbox"/> 5 years
<input type="checkbox"/> 3 months	<input type="checkbox"/> 7 years
<input type="checkbox"/> 6 months	<input type="checkbox"/> 9 years
<input type="checkbox"/> 1 year	<input type="checkbox"/> 12 years
<input type="checkbox"/> 18 months	<input type="checkbox"/> 15 years
<input type="checkbox"/> 2 years	<input type="checkbox"/> 17 years

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

- Significant management/leadership or progressive work experience in a post-secondary education or social services setting.
- Experience working with and supporting post-secondary international students including the connection between academic and immigration pathways.
- Excellent leadership experience and skills to lead and manage change in a post-secondary environment.
- Management and Administrative – including human resources, budgeting, planning, professional development, performance evaluation, statistical analysis and reporting
- Proposal Development – development of government and non-government funding

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proposals and submissions and related reporting.

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)** Developing and implementing student engagement and retention initiatives within budget and strategic plan, including: events (presentation, print materials), workshops, measuring success, report writing. Working independently with faculty, deans, and registrar staff on projects and case management.
- b)** Reallocation of staff's portfolios to maximize service delivery to students as needs shift.
- c)** Provide guidance to staff advising students on customized, or off-stream program plans.

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)** Significant change in service provision which will impact the support levels provided to specific program areas or to specific groups of students. Development of new initiatives that require additional college resources, staffing, budget
- b)** Non-routine staffing matters or budget variances related to significant commitment of college resources such as long-term sick leave replacement or significant staffing changes.
- c)** New policy implementation, restoration of existing established processes or procedures which significantly impact student experience.

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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 (e.g. Academic Policy Manual, Program Changes, Freedom of Information and Protection of Privacy, etc.)
- Practices – Student Rights and Responsibilities, Students with Disabilities, Health and Safety
- Admissions and pre-requisites criteria
- Ministry Guidelines and legislation as they pertain to support services and programs
- Professional organization guidelines
- College information systems (e.g. SIS) and specialized software (e.g. Anthology)
- Employment Standards Act and Human Rights Code

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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)** Failure to appropriately assess data related to student retention would result in use of college resources to no benefit, contributing to attrition, poor student satisfaction ratings, loss of college revenue and reputation. Lack of early appropriate support could also lead to other subsequent expensive interventions (e.g., mental health, student success, academic interventions).

- b)** Ill-advising a student could result in the student selecting incorrect courses, thus delaying or extending their graduation.

- c)** Inappropriate input on service software requirements would result in financial loss, impact on systems integration and loss of efficiency.

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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	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Managers: Associate Director; Director; VP Student Success	Strategic service development and planning; reviewing and evaluating services, KPI's and risk situations including student issues; presentations and reporting		X
	Direct Reports: Academic Advisors, International Student Advisors	Service development, assignment of duties, project management, performance management, team building, service evaluation, special projects, completion of day-to-day tasks		X
	Students	Motivational presentations; awareness building; retention focused activity development; recruitment and promotion of student engagement and leadership opportunities; general support; information giving; problem solving; routine inquires.	X	
	Faculty/Deans/Registrar	Communication about student success initiatives including retention projects; planning for required academic support services and content based on existing and new academic programs; collaborate and consult on system improvements		X
	Other College Departments	Various committees and team, communications about student success /retention initiatives, special projects, event planning		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact
		Administrative tasks, such as procurement of goods and services	
	Parents and other student advocates	Respond to routine questions regarding available student supports	X
External to the College:			
	Referring agents such as guidance counsellors, pathways programs, etc.	Respond to routine questions regarding available student supports	X
	Ministry Staff/Funding Agents	Communication and reporting re: special purpose funds and resources	X
	Provincial Committees and Networks	Represent the College on regional/provincial committees pertaining to students or associated with academic	X
	General Community	Information giving; event planning; joint promotions; partnership building key stakeholders in many student experience	X
Occasional (O) Frequent (F)	<p>Contacts are made once in a while over a period of time.</p> <p>Contacts are made repeatedly and often over a period of time.</p>		

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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.
(e.g., Peoplesoft)
- 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.
- Supervises the work of external contractors/service providers. Please describe:
external contractors/services for campus based activities
- Other e.g., counselling, coaching. Please specify:

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

- Full Time Academic Advisors; Support Staff
- Full Time International Student Advisors ; Support Staff

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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		
	Brockville	Cornwall	Kingston
Full-Time Staff	1	1	5
Part-Time Staff	1	1	1
Total:	2	2	6

*** 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

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contracting company takes full responsibility for all staffing issues to "prorated credit for supervising staff" when the position is required to handle the initial step(s) when contract staffing issues arise.

8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting				X	
Standing		X			
Travelling		X			
Walking	X				
Computer Operation				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	
Reading without interruption			X			I

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Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration Short Intermediate or Long
	Occasional	Moderate	Considerable	Extended	Continuous	
Inputting data		X				S
Reporting/letter/e-mail/proposal writing			X			I
Investigation, mediation, case management, problem solving			X			I
Operating Office Machinery		X				S
Giving Presentations		X				S

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

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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
Meet for extended periods with individuals who are known to be disruptive	x		
Verbal abuse/threats from students/others	x		
Travel as a driver or passenger (from campus to campus)	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
Dealing in person or by telephone with students and others (parents, sponsors) who may be angry, frustrated, upset or dissatisfied with college services, discipline or cost related loss	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.