

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 Date: 1-Apr-2021

College: St. Lawrence
Incumbent: Vacant
Position Title: Manager, Student Rights and Responsibilities
Position Number: TBD
Classification: Payband 11
Division/Department: Student Affairs
Location/Campus: Kingston (Tri-Campus Responsibility)
Immediate Supervisor (title): Director, Wellness, Accessibility & Student Success

Type of Position:

☒ ☐ ☐ Administrative
☐ ☐ ☐ Sessional Academic
☐ ☐ ☐ Part-Time Support
☐ ☐ ☐ Part-Time Administrative
☐ ☐ ☐ Part-Time Academic
☐ ☐ ☐ 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

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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.

Reporting to the Director, Wellness, Accessibility & Student Success ('Director'), the Manager, Student Rights and Responsibilities ('Manager') is responsible for the overall administration and management of operations of the Student Rights and Responsibilities Office.

The Manager is responsible for the development and continuous improvements to the of the College's Student Code of Conduct policy and procedures for non-academic conduct issues, Academic Appeal Policy and Procedures, Sexual Violence intake and policy administration, and acts as , Chair and primary Case Manager to the College's Behavioural Intervention Team. The Manager directly supervises the Student Rights and Responsibilities Officer (SRRO) who is responsible for advising students on the Academic Appeal process, providing support to students engaged in policies related to the Student Rights and Responsibilities portfolio, and education and training for the college community. The position will provide leadership and support to the SRRO including coaching, assignment of work, and performance management. The Manager will maintain responsibility for management of all student conduct or complaint cases that are of a high-risk or complex nature.

The Manager is responsible for acting as a resource and point of intake for students utilizing the College's Sexual Violence and Harassment policy and protocol and provides appropriate referrals to internal and external resources related to the protocol and practice. This position is the first point of contact for student victims/witnesses of sexual violence and in partnership with the SRRO, provides referrals to campus and community resources. The Manager will, in conjunction with the Sexual Violence Harassment Prevention Task Force, evaluate awareness and training needs, oversee and lead program development, and facilitate the SRRO in implementation of awareness building campaigns and training in support of the College's Sexual Violence protocol. The Manager also assists the Director with annual consolidation of metrics, and initiatives for mandatory Ministry and Board reporting related to Sexual Violence prevention.

The Manager takes a lead role in needs assessment, development and implementation of preventative programming training for student and faculty, including but not limited to development of substance abuse prevention programming, crime prevention initiatives, referrals for counselling, establishment of community service opportunities and the coordination of the efforts of campus civility initiatives with other co-curricular events on campus. The position is responsible for quality assurance and collects feedback from faculty, staff and students to determine training topic and delivery needs. This process involves collaboration with College Security, Student Wellness, Academic Divisions, and Health Services to provide a civil, safe and healthy campus environment through preventative programming and follow-up support to students.

The Manager participates on the College's committees and various ad hoc committees, teams, and task forces. The Manager will also participate in the college's Equity, Diversity and Inclusion initiatives to contribute a campus culture in line with the institution's value of Belonging.

The position serves as a primary Case Manager for the College's Behavioural Intervention Team (BIT) internal committee/working group. As the primary Case Manager, the position contributes to the overall function of the BIT

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by:

- assisting BIT members with critical response as needed;
- case manages student interventions and referrals as assessed and recommended by BIT
- providing advice and consultation on relevant policy and procedure development;
- providing preventative education programming and facilitation of various aspects of the student conduct process;
- coordinating, maintaining, monitoring and responding to BIT communication channels within the College community;
- investigating student conduct cases and keeping comprehensive case management documentation;
- convening the BIT as required to review more serious student conduct issues and overseeing relevant sanctions as necessary; and
- assisting with policy and procedural documents that outline the functions of the team, including assisting the BIT with a training schedule.

The Manager, Student Rights and Responsibilities is primarily responsible for the leadership and development of the Student Rights and Responsibilities resources. Including expansion of the Student Rights and Responsibilities portfolio based on the needs of the college community; the Manager will recruit, train and engage in performance management with staff.

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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	Operational Management of Student Rights and Responsibilities Office <ul style="list-style-type: none"> • Takes a leadership role in the general operations of the Student Rights and Responsibilities Office and staff. This includes responsibility for the overall administration and management of continuous updates and improvement to relevant policies and procedures within the scope of the office. As well as conducting campus needs assessment and implementing action where training is needed. • Oversees the Non-Academic Code of Conduct policy and procedures, making continuous improvements to policy and communication to staff, faculty and students about procedures. • Receives Incident Reports, triaging reports based on urgency and severity, delegating reports to Student Rights and Responsibilities Officer (SRRO) for intervention and planning. • Acts on urgent reports immediately, mitigating risk and assessing threat by engaging relevant stakeholders and consultation with security, police and other necessary internal or external partners. Receives, Investigates and determines outcomes of Code of Conduct complaints: contacts complainant(s) and respondent(s) and conducts fact-finding meetings, meets with witnesses, gathering information from staff and faculty. Prepares final investigation reports including findings and outcomes; consults with Director to determine sanctions as necessary. Assists SRRO as needed with Code of Conduct complaints, and ensures proper follow up is completed. • Takes a leadership role on any complex, high-risk, sensitive and urgent code of conduct cases. • Initiates consultation with Human Resources, Safety and Security, Residence, as necessary to gather information about incident reports, determine interim measures, and outcomes. • Reviews investigations conducted by SRRO to ensure adherence to timelines and policy, thorough follow up and record management. • Liaises with SRRO and other staff, ensuring follow up is conducted, being notified by SRRO of escalation and emergency situations. • Reviews and ensures the SRRO files are maintained and up to date, and records management is in accordance with relevant college and privacy legislation. • Continuous education of community on protocols and procedures conducted by the SRRO, explanation of scope of office, directs any irrelevant inquiries and requests for assistance to appropriate offices. 	30%
2	Leadership of SSRO Team and resources <ul style="list-style-type: none"> • Plans strategic direction of the SRRO, advocating for and developing new or additional positions to assist with operations and initiatives. • Recruits and trains new staff. • Anticipates changes in the scope of the portfolio and succession planning to optimize employee's skills and development. • Advocates for professional development opportunities for staff. • Coaches and mentors staff on the duties of the role, complex cases, and optimizing personal 	20%

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	<p>and professional growth. Including encouraging staff to engage in regular self-care and work/life balance, due to the demands of the position.</p> <ul style="list-style-type: none"> • Coordinates workload for employee(s), delegating tasks and monitoring progress and adherence to policy and timelines. • Takes on tasks when volume is high and employee(s) need assistance. • Conducts performance management activities with employee(s). • Provides general leadership to the SRRO which contributes to an overall campus culture that is safe, inclusive, respectful and an optimal place to live, study and work. <p>Management of Resources</p> <ul style="list-style-type: none"> • Ensures optimal utilization of resources within the department related to student conduct and sexual violence. • Identifies and maintains funding opportunities (new or existing) and works with the Director to prepare and submit proposals and reports to secure or maintain funding from government and/or non-government funders. • Develops, and maintains relevant Marketing and Communications strategy for the SRRO. • Assesses needs of the community and adjusts and updates marketing materials for the SRRO and marketing campaigns (such as Sexual Violence prevention materials) at regular intervals. • Ensures compliance with college records management policy, completing records audits regularly. • Ensures thorough case management notes, student discipline records, sexual violence documentation and any other student records are maintained. • Ensures all records in the SRRO are confidentially maintained as per the Freedom of Information and Protection of Privacy Act of Ontario. • Ensures retention schedules as followed as per college policy. • In partnership with other College departments, assists in the preparation and presentation of any Ministry reports related to the scope of the position (i.e. Sexual Violence reporting). • In partnership with other College departments, maintains statistics, tracks trends, and applicable database information related to student incidents. • Maintains compliance with internal policies and external ministry mandates, including monitoring any relevant changes to policies and mandates. 	
3	<p>Strategic Planning of SRRO Portfolio</p> <ul style="list-style-type: none"> • Assesses the needs of campus community for gaps in support, or areas where the SRRO portfolio can support initiatives. • Makes proposals for new initiatives and takes a leadership role in implementing new SRRO initiatives. • Contributes to a positive, safe and respectful campus culture which reflects the SLC Core values of Teamwork, Integrity, Students First, Innovation and Belonging. • Contributes to SLC Equity and Diversity initiatives by advocating for fair practice and access to relevant support and resources for students. • In partnership with other college stakeholders, contributes to equity, diversity and inclusion initiatives for all students. • Implements Evidence-Based practices for student conduct, student support and sexual violence prevention initiatives; such as trauma-informed interviewing techniques for working 	15%

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	<p>with victims/survivors.</p> <p>Consultation and Committee Membership</p> <ul style="list-style-type: none"> • Maintains membership on relevant Internal and External committees which are relevant to the scope of the SRRO. • Acts in a consultation role as needed by college committees and stakeholders. 	
4	<p>Behavioural Intervention Team - Case Management</p> <ul style="list-style-type: none"> • Maintains membership on behalf of the SRRO on the College's Behavioural Intervention Team (BIT). • Actively participates in all BIT discussions. • Analyzes and gathers information to advise and assist the BIT on appropriate response to student "behaviours of concern" or incidents, including longer term case management (if appropriate) and assists with the identification of key issues and affected parties. • Identifies the need for assistance and additional resources from other College departments and/or outside agencies, and facilitates the arranging of such assistance. • Assists individuals impacted by a student "behaviour of concern" by making referrals to various services (both internal and external to SLC, as appropriate) such as specialized counselling, legal support, accommodation, academic assistance, housing, etc. or delegating the SRRO to support the student. • Receives, triages and briefs the BIT on incoming BIT reports on a weekly, and/or ad hoc basis. • Uses judgement and critical analysis to determine whether a case requires urgent consultation with the BIT, police or other college departments. • Plans interventions and actions using evidence-based threat assessment and protocols; training in these approaches will be maintained on an annual basis. Depending on the content of the report, the Manager determines whether the case fits within the scope of a different college policy such as the non-academic Code of Conduct or Sexual violence and Harassment policy. • Assesses short and long term impacts of student behaviours on the college community. • Frequently consults with Human Resources, Safety and Security, Academic Offices, Senior Administration, Student Affairs and Residence in order to determine roles and appropriate interim measures. • Assists in the development of College-wide messages in response to critical incidents. • Advises affected units or departments and senior administrators on the appropriate and timely dissemination of information about student behaviour incidents. • Maintains database regarding all reports to the BIT and preparation of annual reports. • Prepares reports and supports debriefing sessions following student behaviour incidents, including an analysis of the response and recommendations for future actions. 	25%
5	<p>Academic Appeal Process - Administrative Support</p> <ul style="list-style-type: none"> • The SRRO provides administrative support to students for the Academic Appeal process. The Manager oversees the general operation of the academic appeal process by the SRRO. • Supervises the SRRO's implementation of the academic appeal process including: maintaining documentation and resource information to promote awareness and understanding of the Academic Appeal process. • acts as a resource to students to explain the process, answers any questions related to required 	10%

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	<p>documentation and acts as a guide during the process if students decide to initiate an appeal.</p> <ul style="list-style-type: none"> • Acts as a resource and liaison to Faculty and Academic administrators regarding any questions related to the process. • provides students with referrals to other services that are pertinent to, or may support, the process (i.e. Counselling, Accessibility). • =Provides recommendations towards the ongoing improvement of the Academic Appeal policy and procedure. 	
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TOTAL:

100%

1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

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

1) The Office of Student Rights and Responsibilities receives reports of student behaviour that could be unsafe, violent and inappropriate. The Manager, Student Rights and Responsibilities will need to utilize critical thinking and judgement when receiving cases to ensure they are handled appropriately. Cases that are urgent may require contact to police services, security and/or convening an urgent BIT meeting to discuss plans and interim measures. The Manager, Student Rights and Responsibilities will take on urgent and highly sensitive cases which may include inappropriate behaviour of college staff, faculty, or community members; these cases need to be handled sensitively with consideration of mitigating harm to the institution's reputation, and other individuals. The Manager may on an occasional basis meet with students who are expressing suicidal ideation, they will conduct suicide risk assessment and referrals to Student Wellness.

2) The Manager, Student Rights and Responsibilities, will receive incident reports from multiple sources related to student conduct, sexual violence and harassment and from the Behavioural Intervention Team. Oftentimes these incidents will overlap policies, or will require more than one procedure to take place either concurrently or separately. The Manager will need to determine independently, or in partnership with other college stakeholders, which policy the incident must be processed under. Incidents must be handled in adherence with timelines, confidentiality, and be documented in accordance with records management specifications. The Manager supports the Student Rights and Responsibilities Officer in their daily duties, monitoring case load volume, supervising their activities as needed, and delegating new tasks and initiatives.

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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

☒ 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.

Minimum a Master's degree in social work, alternative dispute resolution, behavioural psychology or a related field in social science with evidence of commitment to lifelong learning.

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, and operating equipment).

- Advanced knowledge of student/human development theories as they pertain to the post-secondary environment.
- Demonstrated interpersonal skills, team-building, networking, and mediation / conflict resolution skills.
- Demonstrated commitment to the enhancement and promotion of diversity and inclusion.
- Demonstrated ability to work effectively with a variety of constituents.
- Demonstrated commitment to fairness, student development and educational outcomes for student conduct proceedings.

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- Demonstrated ability to communicate effectively across cultural boundaries and work harmoniously with diverse groups of students, faculty, and staff.
- Ability to mediate, counsel, facilitate, innovate, guide, advocate, encourage and mentor.
- Sound knowledge of case management and well developed organization skills to accurately file, code and add items to a case
- Superior oral and written communication skills.
- Ability to work independently.
- Public relation skills and knowledge of media relations.
- Working knowledge of a variety of software packages including MS Word and Excel.
- A strategic understanding of the challenges, emerging trends and issues in post-secondary education.
- Demonstrated commitment to academic excellence and student success.
- Knowledge of appropriate legislation pertaining to the postsecondary educational environment such as: Ontario Human Rights Code, Freedom of Information and Protection of Privacy Act, Sexual Violence and Harassment Action Plan Act.
- Effective written/verbal communication skills to establish and maintain working relationships both inside and outside the College.
- Open, positive, collegial, collaborative leadership style.
- Negotiation and advocacy skills.
- Leadership and management skills.
- Strategic development skills.

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

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☐ ☐ 2 years

☐ ☐ 17 years

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

- At least three (3) years of professional experience in criminal justice, student conduct, and/or other areas from which knowledge of due process in administrative decision-making can be acquired.
- Leadership or progressive work experience in a post-secondary education or social services setting.
- Experience using a variety of computer applications.
- Understanding of, and experience working with, judicial review processes.
- Knowledge of current issues and best practices regarding safety and security, youth culture, student development theory, and student service delivery.
- Knowledge of legal and human rights legislation.
- Knowledge of, and experience with, best practices in mental health/distress/crisis assistance.
- Experience in teamwork with diverse stake-holder perspectives.

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) In some situations the incumbent will independently decide an appropriate course of action related to a reported or displayed "behaviour of concern" (i.e. overly aggressive behaviour, written or verbal threats, anger management problems, expression of suicidal thoughts or feelings, behaviour involving weapons, damaging or destroying property, etc.). The Manager must decide the appropriate course of action which could involve: activating a BIT meeting; consulting with the Director, Wellness, Accessibility & Student Success; contacting the Police and/or Security; asking the student to attend an interview with the SRRO; and/or referral to a College department (e.g., Counselling) or to an external community agency.

b) If a student indicates they think there has been an infringement of their "rights", the Manager must decide if the situation warrants an investigation and whether there is a possible infringement of student rights, or, if they should attempt to counsel the student if it is clear there has been a misunderstanding of student responsibilities or a College

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decision, and in addition, the Manager must decide if a referral should be made to another department or external agency to support the student in reaching resolution regarding their situation / complaint.

c) With respect to responsibility for training regarding sexual violence and harassment prevention, the Manager develops training and programs offered to the college community based on needs assessment and evidence-based programming. Decisions on content will be made in partnership with the Sexual Violence and Harassment Prevention Task Force. Training outcomes and utilization are evaluated and measured on an annual basis.

B) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which require the direction or approval from a supervisor.

- a) The Manager, Student Rights and Responsibilities would need to consult with the Director, Student Wellness & Accessibility and the Vice President, Student Affairs and/or the BIT before finalizing a decision to suspend or expel a student from the College.
- b) Any issues within the scope of the position having legal or college policy ramifications would need to be reviewed with the Director, Wellness, Accessibility and Student Success.
- c) The Manager, Student Rights and Responsibilities would be responsible for strategic directives and developing new resources which align with departmental initiatives; the Manager would consult with the Director, Wellness, Accessibility & Student Success on any decisions to expand the Student Rights and Responsibilities team.

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 Strategic Plan, Legislation (Human Rights Code, Occupational Health and Safety), Sexual Violence and Harassment Action Plan Act, Risk Management Policies, College policies (Student Code of Conduct, Complaint Policy, Academic Appeals policy), BIT Operations Manual, manuals related to databases, contractual provisions.

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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, effects on staff, students, clients or public.

- a) Utilizing established threat assessment tools (i.e. NaBITA SIVRA-35, Threat Assessment Tool) the Manager Student Rights and Responsibilities responsible for assessing the potential risk a student who is displaying behaviours of concern may pose to themselves or to others. An error in judgement in an assessment and triage could result in someone being hurt, and potentially even in a death. Besides these potential severe consequences, misjudgement of this nature would likely become public resulting in extremely detrimental reputational harm to the College and possible legal action against the College. Given the nature of this position, this type of assessment can be up to a weekly occurrence.
- b) If the Manager, Student Rights and Responsibilities is presented with an incident of sexual violence and does not use appropriate judgement in responding to the situation, there are a wide variety of consequences which could result including: psychological damage to the survivor; someone involved in the incident causing self harm or harm to others; or negative publicity around the incident resulting in potentially significant reputational harm to the College and consequently decreased enrolment and loss of revenue.
- c) By not responding appropriately to a student complaint and taking appropriate steps to adequately resolve the situation, the complaint could be taken externally. This could result in media attention or potentially a Human Rights complaint (depending on the nature of the complaint) resulting in negative impact on the complainant, negative publicity for the College resulting in reputational harm and potential negative impact on enrolment and a loss of revenue, or possible legal action against the College with potential financial impact.

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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.

Contact	Contacts by Job Title	Nature and Purpose of Contact	O	F
Internal to the college, e.g. students, staff, senior management, colleagues.	Students	Working with students who are in a variety of situations (victim, accused, survivor, complainant, etc...) and responsible for providing advice, sanctions, counsel, support, referrals, mentoring, depending on the situation. Supervises students who deliver education / awareness sessions.		X
	Student Government leaders, PAC team.	Providing training (Sexual Violence Prevention); working on partnership student events / communication strategies		X
	Behavioral Intervention Team	Providing coordination support and updating on student conduct incidents and management of ongoing student issues		X
	Marketing Dept. and Corporate Communication	Work in partnership on corporate communication strategies related to Sexual Violence Prevention and promotion of BIT	X	
	Deans, Associate Deans, Program Co-coordinators, Directors, Faculty	Liaison on student code of conduct issues or student complaints; coordinate training initiatives for specific programs	X	
	Counsellors; Success Facilitators; Assoc. Director, Security; Residence Manager / Director	Exchanging information related to case management of student conduct issues		X
		Exchanging information regarding student		

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	Registrar's Office Assoc. Director, Security	sanctions and student status at the institution	X	
	College Executive	Provide briefings on potential high profile student conduct cases or incidents of sexual violence	X	
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, and general public.	Parents and/or partners of students.	Student may be a "victim" or "accused" in an incident and the SRRO provides guidance, advice, exchange of information, probing and must maintain sensitivity to nuances of the situation and possibly provide mediation or guidance towards College processes	X	
	Media	Provide information on campaigns or student events	X	
	Peers at partner institutions	Consultation, joint training opportunities, sharing of resources (policies, procedures)	X	
	Lawyers	In consultation with the Privacy Office and Legal, respond to lawyers retained by students; exchange of information; potentially legal testimony	X	

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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.

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(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- ☒ Responsible for supervising or providing guidance to one staff member.
- ☒ ☐ Provides technical and/or functional guidance to staff and/or students.
Provides guidance and advice on College processes and policies related to Code of Conduct and Sexual Violence
- ☒ ☐ ☐ 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:
Provides counsel to students on conduct issues and/or sexual violence incidents; situations are often serious in nature. Provides advice and guidance to Faculty and academic leaders on student conduct issues or sexual violence incidents.

* 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.

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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	1
Non Full Time Staff (FTE) *	1 (up to 20 PT Student Employees)
Contract for Service **	0
Total:	2 (up to 20 PT Student Employees)

*** 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

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staffing issues arise.

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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
Office Activity: sitting; walking; standing		X			
Presentations: presenting in classrooms or at College meetings		X			
Travel: frequent travel between campuses required: required during winter, bad driving conditions		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
Meetings and consultations to gather information to attempt to gain acceptance of approaches / decisions (conduct issues)			X			S

Job Fact Sheet Questionnaire

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Dealing with difficult student issues, resolving student-related problems, mediating disputes.			X			S
Reading investigation reports, analyzing information, compiling statistical information and trend analysis, requires attention to detail.		X				I
Communications – focus during hearings, mediation/arbitration, may have to manage potentially volatile (violent) situation alone or in a group situation.		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.

Job Fact Sheet Questionnaire

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
Student or representative is hostile to the Code of Conduct process – verbal abuse possible, threats possible.	X		
Manager, SRR, must respond to emotionally upset students and/or family members who are distressed over conduct issue, complaint or sexual violence incident.		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
Potentially dangerous situations with students who have displayed violent behaviour or who may unexpectedly display aggressive or violent behaviour.	X		
Travel: frequent travel between campuses required: required during winter, bad driving conditions during inclement weather.		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.

Job Fact Sheet Questionnaire

Additional Notes Pertaining to this Position: