

Job Fact Sheet Questionnaire

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

Date: August 18, 2017

Revised: April 1st, 2021

College: St. Lawrence
Incumbent: Vacant
Position Title: Student Rights and Responsibilities Officer
Position Number:
Classification: Payband 9
Division/Department: Student Services
Location/Campus: Kingston (Tri-Campus Responsibility)
Immediate Supervisor (title): Manager, Student Rights & Responsibilities

Type of Position:

Administrative

Part-Time Administrative

Sessional Academic

Part-Time Academic

Part-Time Support

Other

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

Incumbent: _____

Date: _____

Recommended by
Position's Manager: _____

Date: _____

Approved by

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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.

Working under the direction of the Director of Wellness, Accessibility & Student Success, the Student Rights and Responsibilities Officer (SRRO) reports to and assists the Manager, Student Rights & Responsibilities with the student-focused activities supporting the College's Student Code of Conduct policy and non-academic conduct issues, including: educating faculty and staff about student rights, campus resources, classroom behavior management techniques, and informal/formal channels of conflict resolution; consulting with faculty/staff about individual student situations; and educating students about appropriate behavioral expectations, college policies and procedures and appropriate means of conflict resolution.

The SRRO serves as a support and referral source to students engaged in matters of conduct and/or students engaged in case management through College's Behavioural Intervention Team (BIT) by: assisting the Manager of Student Rights and Responsibilities and BIT members with response and intervention as indicated; providing preventative education programming and facilitation of various aspects of the student conduct process; investigating student conduct cases and keeping comprehensive case management documentation and identified data metrics collection; supporting students engaged in a conduct investigation, and at times assisting with adjudication and follow up regarding student conduct cases.

The SRRO creates an educational experience for students by coordinating the efforts of campus civility initiatives with other co-curricular events on campus. Collaborates with College Security, Academic Divisions, Health Services and Student Wellness Services to provide a respectful, safe and healthy campus environment through preventative programming and support to students (for example, support the Manager in development of and facilitates implementation of substance abuse prevention programming, conduct education initiatives, referrals for counselling and establishment of community service opportunities).

The SRRO provides administrative support to students with relation to the Academic Appeal process and provides overall recommendations towards the continuous improvement of the Academic Appeal policy and associated procedures.

The SRRO provides a supporting role to the Manager in developing and coordinating awareness building campaigns and training in support of the College's Sexual Violence protocol. The SRRO acts as a resource and liaison for students in providing information on the College's Sexual Violence protocol and provides appropriate referrals to internal and external resources related to the protocol and practice.

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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 | <p>Student Conduct Assessment and Support</p> <ul style="list-style-type: none"> • Investigates and assesses complaints about inappropriate student behaviour and / or violations of the Student Code of Conduct, except where urgent emergency intervention is first required by St. Lawrence College Security or Police, to determine whether informal resolution or formal investigation through the Non-Academic Student Code of Conduct is appropriate. • Identifies respondent(s), witnesses and additional sources of information and arranges fact-finding meetings. • Determines how to address student conduct cases using knowledge and expertise pertaining to a wide array of relevant policies and practices, as well as knowledge of how various policies inter-relate and where one policy may have precedence over others. • Consults with appropriate offices in order to determine a process and a decision as to which cases should be investigated under the Non-Academic Code of Conduct. • Refers cases which do not fall under the Non-Academic Code to the appropriate office(s), including cases occurring in College Residences. • Collaborates with the Manager, Student Rights & Responsibilities on potential informal resolutions; assists in the development of resolutions and/or restorative practices for individual cases. • Receives investigation reports from various SLC community sources and consults the Manager, Student Rights & Responsibilities regarding referral to the BIT. • Works with a broad array of expert staff and professionals across the College and external agencies ensuring the appropriate experts and expertise are brought to bear on each case. • Acts as a file manager, processing cases referred to the Non-Academic Student Code of Conduct (excluding sensitive, complex or high-risk cases, which are supported by the Manager). • Ensures that resolution is achieved within timelines adhering to policy and that thorough and confidential records are created and maintained. • Tracks sanctions and assists in monitoring compliance with student conduct decisions providing follow-up where required. • Under the direction of the Manager, assists administratively or as an active participant with any related tribunal process. • In partnership with College Security and the Manager, updates the database for all incidents of student misconduct on campus. <p>Behavioural Intervention Team support</p> <ul style="list-style-type: none"> • 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. | 35% |

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| | | |
|---|---|-----|
| 2 | <p>Student Behaviour Management - Education and Outreach</p> <ul style="list-style-type: none"> Assists the Manager with development of programming, and delivers, along with stakeholders, community agencies/programs (i.e., KFLA, CMHA) and other experts (e.g. staff from Security, Health & Safety and Counselling) regular training for faculty, staff and managers, on the management of disruptive behaviour, student expectations, conflict resolution, non-violent crisis intervention, workplace violence, civility programming / events and personal safety. Promotes community awareness to ensure that staff, faculty and students are informed about potential student behaviour threats to safety and security, and are aware of available resources and responses. <p>Behavioural Intervention Team support</p> <ul style="list-style-type: none"> Supporting the SRR Manager, assists with promotion and orientation around the function and purpose of BIT and the processes in access the BIT. | 15% |
| 4 | <p>Academic Appeal Process - Student Administrative Support</p> <ul style="list-style-type: none"> Maintains documentation and resource information to promote awareness and understanding of the Academic Appeal process. Acts as a resource to students to explain the process and answer any questions related to required documentation. Acts as a guide during the process if students decide to initiate an appeal. 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., Wellness & Accessibility). | 20% |
| 5 | <p>Student Rights – Administrative Support and Liaison</p> <ul style="list-style-type: none"> Acts as a resource to the student community of SLC and receives complaints and concerns. Provides advice on appropriate College channels and/or procedures for feedback or complaints. Investigates complaints in an objective, impartial and confidential manner when all other College resources / channels of appeal have been exhausted. Attempts to solve problems / complaints through investigation and mediation. Investigates complaints of potential violations of common rights such as: freedom of inquiry and freedom of expression; peaceful assemblies, demonstrations and lawful picketing; and the right to fair process and natural justice. Acts as a resource to students in navigating and submitting complaints, when appropriate, under the College’s Feedback Policy and Complaint Policy. Incidents that are sensitive in nature, complex or high-risk will be redirected and supported by the Manager. | 10% |
| 6 | <p>Sexual Violence & Harassment Prevention, Awareness Building, and Training</p> <ul style="list-style-type: none"> Acts as a key resource in supporting the implementation and delivery of awareness activities of the College’s Sexual Violence & Harassment Policy and Protocol (SVHPP). Implements prevention training (i.e. Bringing in the Bystander) to the SLC Student community (i.e. Student Governments, Varsity Athletes, Student Residences, academic program deliveries). Working with other key-stakeholders, college departments, Student Governments and external community partners, plans, coordinates and delivers special event programming to | 20% |

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| | | |
|--|---|--|
| | <p>support sexual violence & harrasment prevention.</p> <ul style="list-style-type: none"> • Provides advice and guidance to college staff (at all levels) regarding the College's SVHPP. • Acts as an initial contact for students who are victims/witnesses of sexual violence, or have questions regarding the SVHPP, and provides referrals as appropriate to internal and external supports and resources related to sexual violence or harassment. • Provides support to complainants and respondents who are engaged in sexual violence investigations or who require resources, accommodations or community referrals, excluding highly sensitive, complex or high-risk cases, which are managed by the SRR Manager. | |
|--|---|--|

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.

- a) The SRRO is the first point of contact when student behaviours of concern are expressed or observed (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 SRRO utilizes a case management approach with the student to both document, discuss and decide on possible resolutions when appropriate, and provides ongoing management / support; refers clients to other resources, when appropriate. The SRRO must decide the appropriate course of action which could involve: activating a BIT meeting; consulting with the Manager, Student Rights & Responsibilities; contacting the Police and/or Security; asking the student to attend an interview; and/or referral to a College department (i.e. Counselling) or to an external community agency. The decision making and discretion exercised by the SRRO must be extremely sound as any misjudgement could result in tragic consequences for the student involved, other students, College staff and/or the College community, up to and including death.
- b) The SRRO is a potential first point of contact, or referral point, for students who have experienced sexual assault or sexual violence. Under the College's protocol disclosure and involvement of other parties such as security or police is to be controlled by the survivor, however, confidentiality may be breached if an individual is at imminent risk of self-harm, an individual is at imminent risk of harming another, and/or there are reasonable grounds to believe that others in the College or wider community may be at risk of harm. To go against a survivor's wishes related to confidentiality and/or involvement is a serious decision point; hanging in the balance is the impact on a survivor and the safety of the survivor or other people. The SRRO is central in ensuring facts and potential consequences of situations are understood and clearly communicated to other decision makers (i.e. Director, Wellness, Accessibility & Student Success) and is responsible for providing information for response to reported incidents of sexual violence, including those situations where the involvement of other appropriate parties (i.e. Police) is initiated against the wishes of a survivor. When working with students who have displayed behaviours of concern, for instance

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overly aggressive behaviour or behaviour that is threatening to others, the SRRO must make continual key decisions on how to work with the individual. Some typical decisions, which will vary with each individual, include: the circumstances around meetings and whether others are in the room (consider being able to have a more comfortable unguarded conversation creating a climate for more accurate risk assessment versus considerations towards personal safety); whether to issue a behavioural contract – will this promote better behaviour or escalate the situation; and determining how severe progressive discipline should be for any deviations from behaviour contracts – weighing the benefits to behavioural improvements and the responsibility for ensuring safety for other College community members. Each decision point is serious as they potentially involve consequences for the SRRO's safety, self-safety of the student and the safety of others.

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c) 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 three-year degree in social work, alternative dispute resolution, behavioural psychology or a related field in social science, justice services, 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.
- Ability to assess risk of harm to self and others, de-escalate crises and make appropriate referrals for students who may be struggling with situational stressors, mental health concerns and/or distressing life events.
- Demonstrated commitment to the enhancement and promotion of diversity and inclusion.
- Demonstrated ability to work effectively with a variety of constituents.

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- Demonstrated commitment to fairness, student development and educational outcomes for student conduct proceedings.
- 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.
- 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, etc...
- 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.

3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

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

- | | |
|--|---|
| <input type="checkbox"/> 0 - no experience | <input checked="" type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input 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 fulfil the

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requirements of the position.

- At least two (2) 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 stakeholder 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 that 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, damaging or destroying property, etc...). The SRRO must decide the appropriate course of action which could involve: activating a BIT meeting; consulting with the Manager, Student Rights & Responsibilities; contacting the Security; asking the student to attend an interview with the SRRO; and/or referral to a College department (i.e. Student Wellness) or to an external community agency.

b) If a student indicates they think there has been an infringement of their "rights", the SRRO 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 decision, and in addition, the SRRO 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 assault / sexual violence prevention, the SRRO would decide what type of training or presentation / information

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session would be most appropriate for various requests from the College community. Requests could come from Student Governments wanting training, Student Clubs, Faculty requesting training for students in a particular program, from other service areas such as Residence, or a variety of other sources.

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 SRRO would need to consult with the Manager, Student Rights & Responsibilities and/or the Director of Wellness, Accessibility & Student Success and/or the BIT before Vice President, Student Affairs final approval as per policy, related to high-level sanctions under the Student Code of Conduct.
- b) Any issues within the scope of the position having legal or college policy ramifications would need to be reviewed with the Manager, Student Rights & Responsibilities and the Director of Student Wellness, Accessibility & Student Success.
- c) The SRRO would be responsible for assisting the SRR Manager in developing a yearly communication / event strategy related to sexual assault / sexual violence prevention but would need to present and vet the strategy to the Manager, Student Rights & Responsibilities, and possibly other key-stakeholders, prior to executing the strategy.

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, Occupational Health & Safety), Sexual Violence and Harassment Action Plan Act, Risk Management Policies, College policies (Students' Rights and Responsibilities, Code of Conduct, Complaint Policy, Academic Appeals policy), 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 that 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, and effects on staff, students, clients or public.

- a) If the SRRO is presented with an incident of sexual assault / 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.
- b) 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 Assault / Violence Prevention); working on partnership student events / communication strategies | | X |
| | Behavioural 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 communications related to Sexual Assault / Sexual Violence Prevention and promotion of BIT | X | |
| | Deans, Associate Deans, Program 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 |
| | Registrar's Office | Exchanging information regarding student sanctions and student status at the institution | X | |

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|--|--------------------------------------|---|---|--|
| | Assoc. Director, Security | | 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 | |
| | Peers at partner institutions | Consultation, joint training opportunities, sharing of resources (policies, procedures) | 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.

(√) 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. Provides guidance and advice on College processes and policies related to Code of Conduct and Sexual Assault / 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 assault / sexual assault incidents; situations are often serious in nature. Provides advice and guidance to Faculty and academic leaders on student conduct issues or sexual assault / 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 | 0 |
| Non Full Time Staff (FTE) * | 0 |
| Contract for Service ** | 0 |
| Total: | 0 |

*** 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.

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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 |
| Dealing with difficult student issues, resolving student-related problems, mediating disputes. | | | X | | | S |
| Reading investigation reports, analyzing information, compiling statistical | | | X | | | S |

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| Types of Activities that Demonstrate | Frequency (note definitions below) | | | | | Duration |
|---|------------------------------------|--|--|--|--|----------|
| information and trend analysis, requires attention to detail. | | | | | | |
| 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.

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) | | |
|--|------------------------------------|--|--|
| | | | |

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| Types of Activities That Involve Job Related | Frequency (note definitions below) | | |
|---|------------------------------------|----------|------------|
| | Occasional | Frequent | Continuous |
| Student or representative is hostile to the Code of Conduct process – verbal abuse possible, threats possible. | X | | |
| SRRO must respond to emotionally upset students and/or family members who are distressed over conduct issue, complaint or sexual assault / 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: