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: 5-June-2023

College:	St. Lawrence College
Incumbent:	Vacant
Position Title:	Belonging Specialist
Position #:	
Classification:	10
NOC Code:	
Division/Department:	Belong, People and Culture
Location/Campus:	Tri-Campus
Immediate Supervisor (title):	Director, Belonging, Equity, Diversity and Inclusion

Type of Position:

☐ ☐ ☐ <mark>Administrative</mark>   ☐ ☐ ☐ 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: _____

Job Fact Sheet Questionnaire

Approved by

Senior Manager: _____   Date: _____

Job Fact Sheet Questionnaire

POSITION SUMMARY

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

Reporting to the Director, Belonging, Equity, Diversity and Inclusion, the Belonging Specialist will provide support, leadership and advocacy for equity, diversity and inclusion work within the college. Fostering SLC's Belonging value, the Belonging Specialist will initiate, plan and facilitate learning and celebratory opportunities for various groups within the college.

A major responsibility will include management of the EDI Champions Initiative. This initiative will require administrative tasks, innovative thinking, planning, surveying parallel initiatives across industry and execute the program. It is a comprehensive initiative that will span across the college to all students and employees.

The Belonging Specialist will also support committee and consultation work for the college to ensure an EDI lens is included and various perspectives are woven into the process. They will have a critical role in ensuring an anti-oppressive and Indigenization approaches are applied.

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. **Administrative Responsibilities** — 10%
   - Manage resource allocation for EDI Champions initiative
   - Participate in committees or working groups as applicable
   - Managing professional calendar
   - Consistent meetings and communication with stakeholders, teammates and partners

2. **EDI Education and Training** — 35%
   - Develop and deliver educational initiatives related to equity, diversity, inclusion and belonging to students and employees
   - Develop and deliver training sessions related to equity, diversity, inclusion and belonging to students and employees
   - Review existing educational or training sessions with a critical lens and offer changes
   - Learning conversations with individuals for proactive or response to wide range of situations that are minor in nature (severity determined by those harmed)
   - Seek and establish relationships with external organizations and topic experts to deliver education and training to SLC

3. **Program and Event Development, Management and Facilitation** — 35%

- Support onboarding and orientation initiatives for faculty and staff members
- Lead and manage EDI Champions initiative
- Lead and support active and passive activities related to celebrations and observances
- Build and foster community (internal and external) relationships with various groups and subject matter experts
- Support team development practices throughout the college

4. **Data and Information Collection** **15%**

- Develop tools and strategies to gather feedback and information about campus population
- Develop tools and strategies to gather feedback and information (qualitative and quantitative) about campus culture and sense of belonging
- Assess knowledge gap of campus population
- Collect pre and post assessment information from educational and training workshops
- Ongoing data collection to demonstrate change or progress in population behaviour and learning
- Collect accurate and reliable information and resources about and for significant celebrations and observances

5. **Personal growth and learning** **5%**

- Seeking new knowledge about concepts, theories and experiences outside of the incumbent's current knowledge base
- Critically analysing and reflecting on personal conscious bias, positionality and privilege
- Actively gaining new and different perspectives
-

TOTAL: **100%**

Job Fact Sheet Questionnaire

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 <u>three examples</u> of the most important and difficult decisions that an incumbent is typically required to make.

  a) Allocation of resources to various equity deserving groups, while recognizing structural and systemic barriers to allocation

  b) Generating relevant, reliable and accurate content pertaining to equity, diversity and inclusion for college population that is informed by qualitative storytelling and quantitative data

  c) Creating a sense of belonging for individuals with conflicting views, those experiencing cognitive dissonance, and those who hold equity seeking identities

  d) Ability to balance educational, creative, critical, challenging and disruptive conversations in complex situations

  e) Conflict management, often involving sensitive, confidential information and making decision with respect to cases related to member of college community

Job Fact Sheet Questionnaire

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.
   a. Post-secondary degree in Human Rights and Equity, Social Work, Education, Human Resources, Sociology, Psychology and/or a combination of relevant education and experience
   b. Strong knowledge in concepts of unconscious bias, power and privilege, systemic barriers, decolonization, anti-oppression, equity, diversity and inclusion.
   c. The Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, and their application in an organizational context
   d. Supplemental courses on various topics related to EDI

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).
   a. Workshop design and facilitation
   b. Conflict management and resolution
   c. Active listening
   d. Data collection and analysis
   e. Evaluation and assessment
   f. Fact checking and information gathering

g. Strong understanding and practice for inclusive communication in various forms (written, oral, body language, visual, etc)

h. Recognize personal power and privilege

i. Excellent interpersonal, facilitation and mediation skills, including the strong ability to address sensitive topics and contentious issues with confidentiality, tact, and discretion.

j. Strong collaboration and teamwork skills, including demonstrated ability to participate in consultative decision making that enables diverse viewpoints and approaches to achieve SLC goals.

k. Demonstrated superior judgement, tact and political acuity required to address sensitive topics, effectively manage relationships and make decisions.

l. Advanced presentation and public speaking

m. Navigating complex situations with tact

n. High level of emotional intelligence and regulation

o. Teamwork and Collaboration

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:

☐☐ no experience required		☐☐ 4 years	
☐☐ 3 months		☐☐ **5 years**	
☐☐ 6 months		☐☐ 7 years	
☐☐ 1 year		☐☐ 9 years	
☐☐ 18 months		☐☐ 11 years	
☐☐ 2 years		☐☐ 13 years	
☐☐ 3 years		☐☐ 15 years	
		☐☐ 17 years	

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

   a. Minimum 5 years' experience developing equity, diversity and inclusion initiatives and training
   b. Lived experience within an equity deserving group
   c. Experience managing internal organizational programs or initiatives
   d. Experience developing and facilitating educational and training workshops pertaining to EDI
   e. Experience working with diverse perspectives and including and advocating for those perspectives into decision making
   f. Project management experience

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 delivering educational and training workshops to college community

b) Collaborating with campus and community partners on events and initiatives for awareness or celebration of various holidays or observances

c) Attending various committees or team meetings as a participant or advisor and acting as a representative on behalf of the Belonging, Equity Diversity and Inclusion team

d) Provides recommendations to College community members on equity, diversity and inclusion framework, activities, policies, etc.

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) Prioritization of EDI activities

b) Handling of complex and confidential issues/complaints that may have legal implication or be precedent setting

c) Handling of complex communication to and from the college that may have wider impacts further than the college population

d)

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.

- Work is performed within the broad parameters set by legal statue
- Human Rights Code
- Accessibility for Ontarians with Disabilities Act
- Pertinent sections of the Ontario Health and Safety Act
- College policies and procedures
- Collective agreements
- Freedom of Information and Protection of Privacy Act
- Microsoft Teams
- URSLC
-

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 provide empathetic and listen first approach may lead to further harm or hardship for equity deserving groups.

b) Incorrect demographic reports or analysis of data could have an impact on College related decisions, budgets, and employee satisfaction. College reputation could be affected as well as financial loss could result.

c) Failure to provide consistent support/interpretation/recommendation/application of policies or procedures could result in loss of reputation for the department(s) and/or College and potentially lead to grievances and/or employee relation issues.

d) Failure to recognize or dismantle micro or systemic barriers for equity deserving groups may lead to further or sustained oppression or minimization of various groups.

Job Fact Sheet Questionnaire

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.	Student Success Team Leaders	Collaborating on addressing student needs. Ensuring there is programming and support for various identities throughout the college. Also, addressing staff needs to help support students of various identities.		X
	Indigenous Student Services	Collaborating on celebrations and commemorations with Indigenous culture that is offered to students and opening to sharing with staff as well. Meet bi-weekly to ensure consistency.		X
	Knowledge Keeper	Collaborating on college-wide initiatives to advance Indigenous Ways of Knowing and Being. Meet bi-weekly to ensure consistency.		X
	Student Wellness and Accessibility	Collaborating on mental-wellness strategies and support for universal design learning principles.		X
	Faculty Members	Provide EDI related presentations in classrooms. Also, provide consultation for belonging and inclusion strategies within the classroom space.	X	
	Talent Management & Acquisition unit	Collaborating on education and training sessions for staff members related to various topics pertaining to EDI. Help to create well rounded collection of offerings to the college.		X
	Student Governments	Collaborating on student wide events for each campus. Working separately with three different Student Governments to help foster a sense of		X

Job Fact Sheet Questionnaire

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
		belonging within their own teams and on campus.		
	Student Rights and Responsibilities	Support with repairing of harm within various equity seeking groups. Work collaboratively to create and deliver educational sanctions to respondents found responsible.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	CCDI	Gathering and delivering relevant educational information or training to employees.	X	
	Kingston Community	Collaborating on city-wide celebrations or commemorations as a partner, contributor or advisor.	X	
	Brockville Community	Collaborating on city-wide celebrations or commemorations as a partner, contributor or advisor.	X	
	Cornwall Community	Collaborating on city-wide celebrations or commemorations as a partner, contributor or advisor.	X	
	External trainers	Working with external trainers to create and manage most relevant and appropriate training delivered to employees or students.	X	
Occasional (O)	**Contacts are made once in a while over a period of time.**			
Frequent (F)	**Contacts are made repeatedly and often over a period of time.**			

Job Fact Sheet Questionnaire

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.

X☐ Provides technical and/or functional guidance to staff and/or students.

X☐ Instructs students and supervises various learning environments.

☐☐ Assigns and checks work of others doing similar work.

X☐ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.

X☐☐ 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.*

X☐ Acts as a consultant to College management.

☐☐ Other e.g., counselling, coaching. Please specify:
  ▪

*   Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

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

- ▪ The incumbent will provide guidance over various committees within the Belonging, EDI Taskforce
- ▪ The incumbent will provide expert advice and guidance to internal groups needing to make changes to gain greater equity for various equity deserving groups

Job Fact Sheet Questionnaire

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) *	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.

Job Fact Sheet Questionnaire

Job Fact Sheet Questionnaire

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 and working at a computer					X
Walking and navigating within the campus		X			
Standing to make presentation		X			
Travel (to other campuses)	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
Planning and preparing documents			X			I
Interpreting statistics and analysing data		X				S
Committee work			X			S
Developing and delivering training			X			I
Meeting with groups/individuals for support		X				S
Meeting with groups/individuals for		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
consultation						

Job Fact Sheet Questionnaire

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.

Job Fact Sheet Questionnaire

9. WORKING CONDITIONS

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

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

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

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

3. *Out-of-town travel on a regular basis more than 8 times per month.*

Types of Activities That Involve Job Related Unpleasant Environmental Conditions. Include travel requirements (if any).	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Out of town travel on a regular basis 1-2 times per month	X		
Due to the nature of the position, there is exposure to behaviorally difficult people at times.	X		
Due to the nature of the position, there can be consistent conflicting views or perspectives to push back against.	X		
Depending on identities of incumbent, there may be risk of harm by nature of their position and vulnerability of identities		X	

Job Fact Sheet Questionnaire

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
N/A			

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.

Additional Notes Pertaining to this Position:

Please save form in the following format: "Position Title – Department – Incumbent".
Please note formatting errors will be corrected if necessary.
To cursor from one entry point to the next please use the arrow keys or Tab.