

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: June 24, 2024

College: St. Lawrence College
Incumbent: Vacant
Position Title: Associate Director, Housing and Ancillary Services
Classification: Pay Band 12
Division/Department: Student Success
Location/Campus: Kingston Campus (Tri-Campus Responsibilities)
Immediate Supervisor (title): Director, Student & Ancillary Services

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Administrative | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Part-Time Support | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other |

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

Incumbent: _____ Date: _____

Recommended by
Position's Manager: _____ Date: _____

Approved by
Senior Manager: _____ Date: _____

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POSITION SUMMARY

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

Reporting to the Director, Student & Ancillary Services, the Associate Director, Housing and Ancillary Services is responsible for the strategic development and management of housing and ancillary services, aligning their importance to advancing the College's strategic goals.

Key duties include (1) working with the Director, Student & Ancillary Services, the Student Success management team and other internal departments to develop tri-campus residences, off campus housing initiatives and ancillary services that support a student-centred approach and SLC's strategic enrolment management goals, (2) leading a team of managers, employees and contractors in the delivery of programs and services relating to student housing experiences and ancillary services, (3) ensuring business operations, contract management, revenue targets, and student success objectives are met with respect to housing and ancillary services, and (4) providing leadership in the development of business plans, business cases, proposals, budgets, work plans and special projects.

The incumbent is a member of the Student Success administrative team responsible for developing and analyzing strategies to ensure the division is a leader within the College on its student success objectives. The incumbent will identify relevant student enrichment interdependencies, nurture stakeholder engagement and provide creative problem solving and risk mitigation.

The incumbent develops and oversees the tri-campus residences budget which includes contracted and non-contracted salaries and residence life staff and activities such as program development, community engagement, professional development, and recognition. The incumbent leads an understanding of our students wants and needs and our knowledge of how living environments contribute to student success relating to developmental and educational outcomes. They create, implement, monitor and measure programs and services that directly impact the student experience. The incumbent directly supports the college's housing strategy development and implementation.

The incumbent leads, develops and oversees ancillary services operations and budget tri-campus with a significant focus on the student experience balanced with business development and ensuring operations are profitable. The incumbent manages the ancillary service's budget and leads contract management and contract development with suppliers and contractors. As part of ancillary services, the incumbent leads and supports Event and Banquet Services (EBS) operation to balance internal College needs with external revenue generation.

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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.

% OF TIME

Housing operations and student success leadership

40%

- Acts as the operational leader for student housing including on-campus residences and off-campus housing programming and supports.
- Actively develops and manages the contractual arrangement with the residence service provider.
- Ensures that building management and administration follow business processes, systems and procedures in a manner that is consistent with College priorities.
- Establishes the forecast and annual budget for residences, implements and monitors all financial activity to reach financial targets.
- Develops an engaged and inclusive residence community by implementing programming, staff development, student development and community development.
- Responsible for the oversight of the administrative aspects of residence operations including welcome desk, management, residence admissions, occupancy management, residence applications, admissions, room assignments, waiting lists, billing, and collection of residence and meal plan fees, including the development of processes and policies.
- Implements, plans and monitors enrolment/occupancy strategies for residences, ensuring occupancy targets are met.
- Collaborates with campus partners, including other Student Success units and ancillary services, to develop processes that meet the needs of students in residences.
- Provides leadership on technological advances for processes and systems within the residences.
- Develops and oversees off-campus housing supports and programming including working with community and commercial partners.
- Responsible for the oversight of the summer residence and hotelling operations with a priority focus on meeting the needs of students.
- Advise the Director, Student & Ancillary Services immediately of any crisis and updates them as the situation develops.

Ancillary services leadership

35%

- Ensures ancillary services align with Student Success goals and objectives relating to community development, student development and the student experience.

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- Directs, monitors and evaluates vendor relations and contract management for Food Services, Cold Beverage, Bookstore and ATM operations.
- Responsible for developing short- and longer-term targets and plans to ensure continuity of service and financial success of Ancillary services and operations.
- Develops an annual strategic marketing plan, in partnership with Marketing, and ensures overall profitability and growth strategies of ancillary services.
- Ensures ancillary services follow College policies, standards, and applicable legislation regarding licensing, event management and health and safety.
- Evaluates and monitors contracts to ensure vendors and contractors comply with contractual terms and conditions.
- Develops and monitors revenue targets for foods services, vending and bookstore operations to ensure commission targets are met.
- Provides leadership to ensure retail operations reflect and leverage contemporary trends.
- Develops and administers the Event & Banquet Services policies, procedures and processes for its operations, budget, authorization of expenditures and the maintenance of records.
- Investigates and in consultation with the Director, Student & Ancillary Services, determines new opportunities for revenue generating ancillary service activities.
- Develops, negotiates and implements Event & Banquet Service contracts for existing and new services, including operating conditions, facilities and equipment upgrades, and product agreements.
- Monitors and evaluates ancillary services by developing and managing a variety of feedback processes to ensure customer needs, expectations and satisfaction levels are being met, including contract compliancy inspections, student and employee feedback and survey processes.

Planning and team leadership

20%

- Leads the departmental team by creating objectives, measures of success, and support.
- Liaises with Student Success Management Team to identify synergies and collaborative opportunities.
- Liaises with other campus units to ensure operational needs and financial targets are met.
- Creates and implements departmental goals, policies and procedures consistent with the strategic objectives of the College.
- Leads, supervises and directs the performance of ancillary services and residences.
- Ensures a safe work environment by supervising activities within the context of the College Health and Safety policies and procedures.
- Maintains a high level of performance through effective recruiting, selecting, developing, motivating, evaluating and training of staff.

Other Duties as Assigned

5%

TOTAL:

100%

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1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

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

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

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

- a) Understanding complex contracts relating to residences and ancillary services and identifying areas of risk to Director, ensuring compliance with regulations and directives for long-term vendor relationships.
- b) Working with the Director to balance the needs for an exceptional student experience and the revenue-generating needs of the College. This requires a strong sense of putting students first to advance their growth and development while ensuring that ancillary services and residences generate revenue to meet College targets for sustainability and expansion.
- c) Under the direction of the Director, advise on the most effective residence management model to assist the college in achieving its strategic enrolment management goals relating to student retention and student recruitment. Effective measurement of the residence experience relating to SEM goals will be required to ensure the residence model advances the College's direction.

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2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post-Secondary

Partial Secondary School

Secondary School Completion

Post-Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Master's Degree

3-Year Diploma/Degree

Post Graduate Degree

Professional Designation

Specify:

Other

Specify:

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

- Post-secondary diploma (or equivalent) in a relevant field of study such as Business Administration or Public Administration.

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).

- Experienced in organizing a heavy workload, setting priorities, and meeting strict deadlines.
- Strong ability to multi-task and prioritize key activities.
- Ability to develop policies and procedures.
- Interpersonal skills to negotiate priorities and to resolve competing priorities among project stakeholders.
- Strong critical thinking skills to apply judgment and make recommendations for improvements.
- Strong understanding and skills working with postsecondary students to advance their development and growth.
- Strong interpersonal skills to work with a wide variety of students, leaders, employees and contractors.
- Advanced planning, time management, organizational, and prioritization skills.

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- Ability to communicate effectively with clarity and precision in both written and verbal capacities.
- Ability to take initiative and balance multiple priorities.
- Excellent computer skills including a good working knowledge of MS Office applications.
- Strong leadership, management, and facilitation skills.
- Excellent knowledge and understanding of strategic and business planning, financial planning, and budgeting cycles.
- Understanding of the Ontario College education system.
- Demonstrated intercultural knowledge and skills.
- Understanding of and commitment to Indigenous ways of knowing and being.
- Tact and discretion when liaising with a variety of clients, students, and employees at various levels.
- Strong conflict management and relationship-building skills.

3. EXPERIENCE

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 type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input checked="" type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

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

A minimum of 7 years of progressive management experience in ancillary services or equivalent programs, including leading a team, actively managing contracts, and developing programs to enhance student experience and service excellence.

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4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or act, 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) Monitors contracts relating to residence operations including any corrective actions required to reach College goals and objectives and ensure student success.
- b) Reviews Event & Banquet Service contracts for existing and new services.
- c) Recommends strategies or projects to the Director to ensure divisional objectives are aligned and meet SLC's strategic objectives.

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) Decisions that have a significant risk to the College.
- b) Approval of future project recommendations and additional funding requests.
- c) Requests for changes that could impact established College processes.

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
- Student Success divisional policies, procedures, and best practices
- College policies, procedures, and best practices
- Government and Ministry regulations, legislation, guidelines
- SLC's Student Success Plan
- SLC Strategic Enrolment Plan

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- SLC's approach to Indigenous Ways of Knowing and Being

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 because 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) Failure to effectively direct ancillary services could lead to a loss of revenue which could subsequently reduce the funds available for College priorities.
- b) Failure to work collaboratively on student experience strategies relating to residences and ancillary services may lead to the inability to achieve divisional goals and objectives, which could result in the dissatisfaction of the student population in relation to the services provided by the Student Success Division.
- c) Inadequate consultation and planning with Student Success Management Team could lead to poor understanding of the operational procedures and project goals, resulting in employee dissatisfaction and limited beneficial gains to the college.

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6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance and intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Vice President, Student Success	Participate in touchpoint meetings to provide updates on priorities	X	
	Director, Student & Ancillary Services	Confirm divisional objectives. Regular meetings to provide updates and progress reports.		X
	Student Success Management Team	Work in consultation to ensure project plans and strategies are comprehensive, realistic and being implemented.		X
	College Executive Team	Provide project updates and progress reports, when necessary.	X	
	Students	Ensure students' needs are reflected in directing residences and ancillary services.		X
	Director, Finance	Work in consultation to ensure residences and ancillary services financial performance meets the needs of the College.	X	
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Colleagues at other colleges/institutions	Research best practices and examine industry trends.	X	
	Contractors	Work with existing and new contractors to ensure that the College's needs are met.		X
Occasional (O) Contacts are made occasionally over a period. Frequent (F) Contacts are made repeatedly and often over a period.				

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7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position, or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

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

- Not responsible for supervising or providing guidance to anyone.
 - Provides technical and/or functional guidance to staff and/or students.
 - Instructs students and supervises various learning environments.
 - Assigns and checks work of others doing similar work.
 - Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
 - Manages the staff and operations of a program area/department.*
 - Manages the staff and operations of a division/major department.*
 - Manages the staff and operations of several divisions/major departments.*
 - Acts as a consultant to College management.
 - Other e.g., counselling, coaching. Please specify:
Project teams including members of the Student Success Division, members from other divisions, student employees and contract staff.
- * 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.

- Provides technical and/or functional guidance to administrative, academic and clerical staff, and/or students. Provides direction and advice regarding their area of expertise. Issues standard practice instructions and follows up to determine compliance.
- Supervises the Manager of Event and Banquet Services.
- Manages the vendor relations at the tri-campus locations with vendors responsible for Residences, bookstore, food services, ATM and cold beverages operations.

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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 (indirect, matrix reporting, front line staff)	6
Non-Full-Time Staff (FTE) * (student positions)	4
Contract for Service **	3.5
Total:	13.5

*** 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
Typical computerized office environment – bending, walking, standing.		X			
Sitting for extended periods at computer station.				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
Work plan creation.				X		I
Report writing, correspondence.				X		I
Scheduling of meetings with multiple parties/work groups.		X				S
Operating a computer.					X	L
Planning, preparing informational documents, proofreading documents.		X				I
Attending meetings.			X			I

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FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. WORKING CONDITIONS

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

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

Environment

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

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel to other campuses and institutions once per month		X	

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Hazards

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

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Not applicable.			

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.