

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: P01423

College: Algonquin

Incumbent:

Position Title: Ombudsperson

Division/Department: Student Support Services

Location/Campus: Woodroffe

Immediate Supervisor (title): Ombudsperson Review Committee

Type of Position:

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

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

Incumbent: _____ Date: _____

Recommended by
Position's Manager: _____ Date: _____

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 Ombudsperson Review Committee, the Ombudsperson operates in an independent and impartial manner and is charged with fulfilling the mandate listed below.

Mandate

To investigate, at the request of any student, former student or applicant of Algonquin College, any complaint regarding the following aspects of student life:

- Academic matters
- Matters of College or Students' Association service to students
- The operation of the Students' Association
- Treatment received from other students or staff
- Campus environmental matters

To serve as an information service for students by providing advice on policy and procedure, rights and responsibilities, and general guidance on where and to whom complaints and enquiries are appropriately directed.

Authority to Act

In order to fulfil the functions of the office, the Office of the Ombudsperson shall, from time to time, require information from both the College and the Students' Association, therefore:

- All reasonable requests for information pertinent to the mandate of the office as stated herein will be honoured.
- Requests for copies of student academic records, when accompanied by written authorization of the student(s) concerned, will be honoured.

The Ombudsperson works to promote fair and equitable processes for the resolution of differences. The Ombudsperson also has a responsibility to make periodic reports and to assist with student rights and responsibilities education.

KEY DUTIES

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

<u>KEY DUTIES</u>	<u>% OF TIME</u>
1. Consultation, Investigation, Referral and Dispute Resolution <ul style="list-style-type: none">• Is available to students, applicants, and former students for confidential consultation, procedural advice, and the lodging of complaints in person, by telephone and on-line;	(80%)

Job Fact Sheet Questionnaire

- Receives and assesses all complaints lodged;
- Wherever reasonable and appropriate, advises on and refers individuals to existing problem resolution channels within the college;
- Investigates (through interviews and the review of documents), in a timely manner, all complaints deemed legitimate while refusing those deemed frivolous or vexatious;
- Consults with all involved parties to clarify and analyze problems, focus discussions, and develop mutually satisfactory processes for complaint resolution;
- Wherever appropriate, recommends resolutions of complaints;
- Maintains confidential records on all activity and operates within College policy on confidentiality of records.

2. Analysis and Feedback (10%)

Identifies emerging issues and problems and shares same with Ombudsperson Review Committee (for which the Ombudsperson is Secretary with voice). Provides end of semester updates to the Ombudsperson Review Committee in order that the Committee may make bi-annual presentations to the President's Executive Committee, which reports include:

- Statistical records
- Identification of patterns of concerns
- An assessment of the level of student concern

Recommendations on:

- I. Policy inadequacies and gaps
- II. Procedural difficulties
- III. Environmental issues
- IV. Systemic changes intended to reduce the likelihood of further complaints

3. Administrative Duties (10%)

Professional Development for Staff.

Provides assistance to the College community by offering periodic professional development on student rights and responsibilities, academic jurisprudence and other relevant topics.

Marketing of Services.

Undertakes, on an ongoing basis, all appropriate strategies using diverse media to ensure that members of the College community are aware of the services of the Ombudsperson.

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

- a) The decision whether to investigate a complaint or refer the student to the College complaint process is an example of a difficult decision. Usually an ombudsperson is a person of last resort and will not investigate until all internal mechanisms have been exhausted. On occasion, as a consequence of previous experience with either the issue or the department, the Ombudsperson may decide to investigate first. Justification for this step needs to be carefully considered and criteria established for doing so.
- b) An Ombudsperson must be careful about protecting the independence of the office. This can be compromised in many ways. In an institution like Algonquin College, the Ombudsperson develops relationships with many of the administrators over time as the result of working together to resolve various complaints. It is important to constantly ensure that these relationships are maintained at a professional level so that students can see that the position is separate from and not part of the College administration.
- c) The decision to refuse to investigate a complaint is also a difficult one. An Ombudsperson must be able to discern whether a complaint is vexatious or frivolous. This can be frustrating to a complainant who is unable to see the matter objectively.

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.

Certification in Alternative Dispute Resolution (ADR), other mediation techniques, conflict resolution techniques, interviewing techniques, aggression response techniques, investigation techniques, record keeping techniques, negotiation techniques, customer service skills, dealing with difficult people techniques, rational ethics, computer literacy.

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).

Report writing skills, group facilitation skills, conflict analysis, conflict systems design.

Job Fact Sheet Questionnaire

3. EXPERIENCE (to be completed by the College)

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

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

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

☐ 0 - no experience

☐ 3 years

☐ 1 month

☐ 5 years

☐ 3 months

☒ 7 years

☐ 6 months

☐ 9 years

☐ 1 year

☐ 12 years

☐ 18 months

☐ 15 years

☐ 2 years

☐ 17 years

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

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) The Ombudsperson reports to the Ombudsperson Review Committee. The incumbent performs an autonomous function that is independent of traditional line authority. Every decision to accept/reject a brief, to pursue/abandon a line of enquiry, to recommend/not recommend any particular remedy is taken by the incumbent alone.

Job Fact Sheet Questionnaire

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) The Ombudsperson Review Committee, as the incumbent's supervisor, must approve the annual budget, the annual report and the annual leave of the incumbent.

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.

- Federal and Ontario statutes bearing on human rights, access to information, the operation of CAATs and CSLoans/OSAP; pertinent regulations. College Directives, School/Departmental procedures manuals, Students' Association bylaws and policies.

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) Corporation law governs the relationships between the incumbent's potential service users and the college and the Students' Association. There is always the potential that the incumbent's intervention in substantial conflicts could result in the service user's decision to litigate. On another level, the incumbent is the recipient of expression of opinion, from all quarters, that, when relayed by the incumbent in the course of intervening, are potentially destructive of the working relationships between college and/or Students' Association officers and staff.

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.

Job Fact Sheet Questionnaire

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.	SA Directors	SA policy changes	O		
	SA general manager	SA operations disputes	O		
	College chairpersons	Student Grievances			F
	Heads/Mgr of all college service Depts.	Student complaints			F
	Executive Deans	Administrative problems	O		
	Vice Presidents	Policy challenges	O		
	President	Policy challenges	O		
External to the College:				Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Ombudsman of Ontario	Student Cases	O		
	Ont. Privacy Commission	Student Cases	O		
	Ontario Human Rights Commission	Student Cases	O		
	Can. Human Rights Commission	Student Cases	O		
	Members of Parliament	Student Cases	O		
	MPPs	Student Cases	O		
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.
- ☒ 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:

* 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.

- Students

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	
Non Full Time Staff (FTE) *	
Contract for Service **	
Total:	

*** 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

8. PHYSICAL AND SENSORY DEMANDS

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

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

PHYSICAL DEMANDS

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

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting		X			
Standing	X				
Walking	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
Conducting interviews				X		S/I
Studying documents			X			S/I
Writing notes and reports			X			I/L

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.

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
Small, windowless office			X
Verbal abuse	X		
Potential physical abuse	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
Inter-campus travel in own vehicle	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.

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.