

## AGENDA ITEM # 8. COMMITTEE OF THE WHOLE

Questions for discussion/decision for the Board:

1. Should we adopt the proposed performance review package?
2. Should the Board's Executive Committee be responsible for completing the annual performance review?
3. On what basis should we decide on base salary increases and/or the level of salary for the ED?
4. Should the ED be given a performance bonus based on an increase in paid membership? (or some other measure?)
5. Should Diane's salary be increased this year, given no increases since 2011?
6. In what way, if at all, should the JFS for the ED be updated?

**APPENDIX A**  
**ONTARIO COLLEGES ADMIN STAFF ASSOCIATION**  
**EXECUTIVE DIRECTOR – PERFORMANCE GOAL SETTING**  
**REVIEW YEAR: To be confirmed**

**DRAFT 140717**

<b>Strategic Goals</b>	<b>Strategies</b>	<b>Measures/Metrics</b>	<b>Milestones</b>
1. Develop strategy to strengthen OCASA's relationship to the system.	<ul style="list-style-type: none"> <li>• Execute Stakeholder Engagement Research Project as confirmed by Board</li> <li>• Lead the development of an OCASA proposal presentation to CoP Spring 2015</li> </ul>	<ul style="list-style-type: none"> <li>• OCASA on the agenda of CoP Spring 2015</li> <li>• Following CoP meeting, next steps are determined in conjunction with stakeholders, particularly CoP, to strengthen OCASA's role.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan "fleshed out" and confirmed by mid-August</li> <li>• Fall dates established and surveys/ interviews lined up by mid-September.</li> <li>• Stakeholder engagement strategy implemented and executed on time.</li> <li>• Summary Report with strategic recommendations delivered to Board (February).</li> <li>• Strategy and proposal developed, and incorporated into presentation (April)</li> <li>• Presentation delivered to CoP (May '15)</li> </ul>

Strategic Goals	Strategies	Measures/Metrics	Milestones
2. Develop strategies to encourage membership growth.	<ul style="list-style-type: none"> <li>• Membership awareness campaign: Fall and Spring</li> <li>• Ensure all colleges have materials to focus on new hires</li> <li>• Review recommendations from Product/Pricing Strategy Task Force and review tying product/service use to membership</li> <li>• Identify high potential growth colleges and develop individual college strategies for those colleges</li> <li>• Develop plans in conjunction with college reps to reach growth targets at their respective colleges</li> </ul>	<p>Increase in <u>net</u> membership.</p> <p>Based on 700 members:</p> <ul style="list-style-type: none"> <li>• 5% 35 <u>net</u> new members increase by May 2015 in support of CoP presentation.</li> <li>• Net new members should represent 50/50 breakout between complimentary and paid memberships.</li> </ul>	<ul style="list-style-type: none"> <li>• End of December 2014: Net increase of 2% or 14 net new members</li> </ul>
3. Develop strategies to increase member engagement.	<ul style="list-style-type: none"> <li>• Tracking process in place measuring activity involvement (Oct 2014)</li> <li>• Volunteer development strategy in place (Jan. 2015) with Member Engagement Committee</li> <li>• Promotion to members of value of OCASA PD for continuing education towards other certifications (Communications Fall 2014).</li> <li>• Communications in support of programs/member value</li> </ul>	<p>These metrics will be used in comparison to starting numbers (reported at Board meeting June 2014). <b>Increase by XX %</b></p> <ul style="list-style-type: none"> <li>• Website usage: tracking</li> <li>• e-Communications opens/links</li> <li>• Volunteer involvement numbers</li> <li>• Member engagement of products/services</li> </ul>	

<b>Operational Goals</b>	<b>Strategies</b>	<b>Measures/Metrics</b>	<b>Milestones</b>
<p>1. Technology: Improve effective use of platforms:</p> <ul style="list-style-type: none"> <li>• LinkedIn</li> <li>• Website</li> <li>• Online survey provider</li> <li>• Membership software</li> </ul>	<ul style="list-style-type: none"> <li>• Self learning of Executive Director for LinkedIn platform</li> <li>• Form short-term taskforce to assist with website review</li> <li>• Consult with other association executives and web designers for membership software</li> </ul>	<ul style="list-style-type: none"> <li>• LinkedIn company profile will hold OCASA groups</li> <li>• Website will be updated for function and design</li> <li>• Surveys will be switched to Canadian company "Fluid Surveys"</li> <li>• Membership software will be purchased and implemented if research confirms this move.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee formed to review website by September. Work agreed upon by October 15.</li> <li>• Research membership software and arrive at a recommendation by Feb. 2015</li> </ul>
<p>2. Update governance and procedural policies</p>	<ul style="list-style-type: none"> <li>• Governance Committee review</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Privacy policy completed by December</li> <li>• Anti-Spam policy completed by December</li> </ul>
<p>3. Develop strategy for succession planning for OCASA office</p>	<ul style="list-style-type: none"> <li>• Consult with other association executives</li> <li>• Research management companies for associations</li> </ul>		<ul style="list-style-type: none"> <li>• Recommendation to Board by Spring 2015</li> </ul>
<p>4. Gap analysis of OCASA Resource Capacity in support of Strategic Plan</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Report to Board outlining resource needs moving forward, including office support, outsourcing, and staffing (by March/April Board meeting)</li> </ul>	

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**Executive Director**

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**OCASA President**

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**Date**

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**Date**

**APPENDIX B**  
**ONTARIO COLLEGES ADMIN STAFF ASSOCIATION**  
**SIX MONTH REVIEW MEETING (MARCH) – EXECUTIVE DIRECTOR**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Goal Review:**            Accomplishments to Date

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**On-going goals:**            Progress to Date (milestones achieved)

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**Changes/modifications to goals and timelines:**

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**Action Items:**

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**Review of Development Plan:**

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**Bring Forward Items to Next Review:**

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**APPENDIX C**

**ONTARIO COLLEGES ADMIN STAFF ASSOCIATION**

**ANNUAL REVIEW – EXECUTIVE DIRECTOR**

**REVIEW YEAR:** \_\_\_\_\_

**NAME:** \_\_\_\_\_ **Date Completed:** \_\_\_\_\_

**Completed by: (Name/Title):** \_\_\_\_\_

**Review Period:** \_\_\_\_\_

**PART A**

**PERFORMANCE REVIEW SUMMARY**

<b>GOALS</b>	<b>Results</b> – Detail Progress for the year providing evidence of achievement	<b>Rating</b> – Rate each objective and provide an overall performance rating for the year
<b>Strategic</b>		
<b>Operational</b>		
<b>Overall Rating for the Year</b>	<b>Summary Comments</b>	<b>Rating</b>

Rating: Above Expected Performance  
At Expected Performance  
Partially At Expected Performance  
Below Expected Performance

## **PART B**

### **ONTARIO COLLEGES ADMIN STAFF ASSOCIATION**

#### **EXECUTIVE DIRECTOR**

#### **ANNUAL REVIEW- COMPETENCIES**

Competencies are the applied skills, knowledge and behaviours that have been identified as essential for successful job performance. These competencies speak to “how” the job is achieved and the type of “relationship management” being fostered in OCASA. Competencies can be identified as either organizational or position specific. It is expected that an individual will achieve mastery of these competencies over a 3-5 year period. Opportunities to master competencies can be provided through professional development plans.

#### **Organizational Competencies**

Organizational competencies are the personal attributes/skills and abilities that are reflected in behaviors at work, that apply to, and are expected of the Executive Director. These skills, knowledge and behaviours support the values and strategic directions of OCASA. Assessment for each competency will be as follows:

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

#### **Strategic Thinking & Planning**

Develops goals and objectives in support of OCASA's strategic direction. Establishes clearly defined outcomes, levels of service and measures of success to monitor progress. Understands how external developments/actions in other areas interrelate with own goals.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **Implementation & Organizing Capability**

Understands how OCASA processes, membership services, committee and volunteer work interrelate with one another and coordinates activities to avoid unnecessary duplication or conflict. Translates strategic plans into realistic annual tactical operational plans to guide activities.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### **Networking & Relationship Building**

Builds strong working relationships with members and external stakeholders by regularly soliciting their input and feedback and responding to this feedback in a constructive manner. Creates an environment that encourages open two-way dialogue at all levels. Develops a broad network of contacts by participating in college system and professional meetings, conferences and events.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Innovation and Creativity**

Creates an environment where innovation and creativity are welcomed. Encourages staff, committee members, other volunteers and OCASA partners to consistently look for process improvements and helps them manage the risks in implementing new ideas. Understands the importance of technology and seeks out new applications to enhance member service design/delivery and/or create internal efficiencies.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Adapting to Change**

Demonstrates flexibility in learning and incorporates new approaches, ideas, technology and ways of working positively. Enthusiastically supports change initiatives. Assesses the impact change will have on people, processes and systems and develops and adapts these areas to support change.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Managing and Developing Human Resources**

Manages to maximize and achieve the full potential of staff, OCASA committee members and volunteers through effective leadership, communication, management and development. Assesses competency gaps, recognizes and leverages talent. Provides instructive feedback and is committed to performance management principles including ongoing staff and volunteer mentoring and development. Solicits input recognizing that diverse ideas positively impact process and quality of outcome. Leads by example.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_

## Position Specific Competencies

Position specific competencies are the applied skills, knowledge and behaviours that enable the individual to be effective in his/her position.

### Technical Knowledge

Demonstrates the skills, knowledge, and performance requirements to successfully complete the tasks/responsibilities of the position. Demonstrates knowledge of one's area of expertise and shares knowledge with others. Provides opportunities for staff and OCASA volunteers to share knowledge/learning with each other. Fosters the creation of "learning" communities.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Communication Skills

Presents information, ideas or concepts in a manner that is responsive to audience considerations and effectively communicates both content and intent. Supports effective communications and interactions by observing and listening to others in order to grasp both the facts and the feelings in what the listener hears. Demonstrates an ability to articulate and extract information. Collaboration, respect of others and valuing diversity form the basis of the communication relationship.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Conflict Resolution/Problem Solving

Demonstrates the ability to break down issues or data into components to determine the root cause of the conflict. Plans and implements an appropriate course of action to resolve disagreements or eliminate a problem using collaborative, problem solving techniques. Mediates disputes when appropriate.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Financial Accountability**

Demonstrates an ability to use various tools and models to support planning, monitoring and analysis of financial objectives. Implements effective financial management procedures and practices. Takes responsibility for budgeting and expenditure control.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Team Building**

Encourages/manages groups to work effectively together for a common purpose. Understands the concepts of group dynamics, applying facilitative and motivational techniques to build upon/integrate individual efforts and strengthen group processes. Promotes joint goal setting and problem solving. Encourages solution-based rather than problem-based decision making.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Individual Planning (Self-Management)**

Demonstrates organizational and planning skills, setting high standards, and accountability for own performance. Organizes and plans own work to ensure optimum use of time. Handles multiple concurrent demands, establishes priorities and determines necessary action. Seeks to understand one's personal strengths and identifies opportunities for improvement. Develops and implements a personal/professional development plan. Models life long learning.

Evaluation (circle one):

**5 Always    4 Often    3 Usually    2 Sometimes    1 Seldom**

Observation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PART B**  
**COMPETENCY SUMMARY**

**Competency Development:**

**Organizational Competencies:**

Summary Strengths:

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Developmental Opportunities:

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**Position Specific Competencies:**

Summary Strengths:

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Developmental Opportunities:

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**PART C**

**ONTARIO COLLEGES ADMIN STAFF ASSOCIATION**

**ANNUAL REVIEW SUMMARY**

**REVIEW YEAR: \_\_\_\_\_**

**Overall Performance:**

- ☐ Above Expected (Superior) Performance
- ☐ At Expected Performance
- ☐ Partially At Expected Performance (Performance Development Plan should be attached)
- ☐ Below Expected Performance (Performance development plan should be attached)

**Executive Director Comments:**

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**Reviewer Comments:**

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\_\_\_\_\_  
**Executive Director Signature**

\_\_\_\_\_  
**Reviewer Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

Position #:

## JFS QUESTIONNAIRE

### COLLEGES OF APPLIED ARTS AND TECHNOLOGY OF ONTARIO JOB FACT SHEET (JFS) QUESTIONNAIRE FOR NON-BARGAINING UNIT POSITIONS

This job fact sheet (JFS) questionnaire is intended to gather information about a position for job evaluation purposes. It does not measure the incumbent's performance.

Please read each section carefully before completing the JFS questionnaire.

If this JFS questionnaire is to cover more than one incumbent performing the same job, attach a list of employee names and signatures along with the corresponding position numbers.

#### IDENTIFICATION

College: Ontario College Administrative Staff Association (OCASA)

Name:

Position Title: Executive Director

Division/Dept.:

Department:

Location/Campus:

Supersedes Position #:

Immediate Supervisor: President

Reason for Submission:		Type of Position:			
New Position		Administrative	x	Part-Time Administrative	
Revised Position	x	Sessional Academic		Part-Time Academic	
		Part-Time Support		Other	

**I have read and understood  
the Job Fact Sheet:**

**Recommended by:**

Incumbent's Signature: \_\_\_\_\_

Immediate Supervisor: \_\_\_\_\_

(Signature)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**I Concur:**

Immediate Supervisor's Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

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## JFS QUESTIONNAIRE

### 2. POSITION SUMMARY

Summarize the overall purpose of the position within the college. The summary should be a concise description (rarely more than two or three sentences) of the total position and should include only the most significant aspects of why the position exists in terms of its goals, objectives and purpose in the college.

**The Executive Director provides all senior executive leadership to the organization, including supporting the work of the Board of Directors and its committees; developing and executing a business plan in support of the strategic plan; providing communications with stakeholders and partner organizations; and maintaining office operations.**

### 3. KEY DUTIES

Describe the key duties of the position. Use examples if they assist in describing the position. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

<u>Duties</u>	<u>% Of Time</u>
<b>1. MEMBERSHIP</b> <b>MEMBER SERVICES/VALUE</b> <ul style="list-style-type: none"> <li>• Develop products and services, through research, product development and board/member consultation (i.e. webinars, online education)</li> <li>• Coordinate and attend all Board committees to generate ideas, strategies and tactics; ensure all plans are executed</li> <li>• Connect with association industry to be up-to-date on current trends, services and providers</li> <li>• Develop plans to deliver, review and improve products/services to members (member survey feedback)</li> <li>• Develop a marketing plan, including promotional materials to support these products/services</li> <li>• Ensure the OCASA office provides excellent customer service, through protocols.</li> <li>• Oversee and manage volunteers on committees in support of member engagement</li> <li>• Develop and maintain best practices materials for ASAs</li> </ul> <b>MEMBERSHIP GROWTH</b> <ul style="list-style-type: none"> <li>• Develop and execute recruitment/retention plans</li> <li>• Responsible for the development and execution of marketing plans, including new hires and retirees</li> <li>• Schedule and conduct college visits for recruitment/retention purposes</li> <li>• Meet with senior leadership in colleges in support of membership in general, and local initiatives</li> </ul>	30%
<b>2. COMMUNICATIONS: Develop and execute a communications strategy, including the following:</b> <ul style="list-style-type: none"> <li>• <b>COLLEGE ADMINISTRATOR:</b> Editorial Board meetings/follow-up; Coordination with Contributing Editor and Publisher for content and advertising</li> </ul>	30%

**JFS QUESTIONNAIRE**

<u>Duties</u>	<u>% Of Time</u>
<ul style="list-style-type: none"> <li>• <b>WEBSITE:</b> Coordinate/consult with web designer/developer for regular development and maintenance of site Provide regular updates to the site, including translations</li> <li>• <b>MEMBER COMMUNICATIONS</b> Develop content for monthly e-newsletters Develop strategy for segmented communications (i.e. new hires)</li> <li>• <b>SOCIAL MEDIA</b> Build social media strategy into overall member engagement strategy Provide content for social media</li> <li>• <b>STAKEHOLDERS/EXTERNAL RELATIONS</b> Communications with partners/stakeholder including advocacy efforts and awareness building</li> </ul>	
<b>3. ANNUAL PROFESSIONAL DEVELOPMENT CONFERENCE</b> <ul style="list-style-type: none"> <li>• Chair planning team</li> <li>• Oversee and manage all planning for conference, including contracts for service, facilitators/presenters, program, activities and registration.</li> <li>• Develop and manage all marketing for event.</li> </ul>	10%
<b>4. OPERATIONS</b> <ul style="list-style-type: none"> <li>• Ensure OCASA maintains legislative compliance through development and maintenance of policies and procedures, including records/filing and overall governance.</li> <li>• Conduct annual returns for OCASA Pension Corporation and coordinating with auditor for OCASA annual returns.</li> <li>• Supervise administrative assistant and general office operations</li> <li>• Solicit, coordinate and manage all vendor contracts</li> <li>• Coordinate and attend all board and committee meetings, develop agendas (in consultation with chair), provide minutes and follow-up tasks</li> <li>• Liaise with partner stakeholders, including the CAAT Pension Plan, CEC, Colleges Ontario</li> <li>• Ensure proper insurance policies are in place (D&amp;O, Liability/office)</li> <li>• Oversee financial arrangements, including bank accounts, credit cards and bookkeeping activities</li> </ul>	30%
<b><u>TOTAL:</u></b>	<b><u>100%</u></b>

**4. EDUCATION AND FORMAL TRAINING**

- (a) **Identify the minimum level of education, formal training or equivalent required for the position at the point of hire.** Do not indicate the incumbent's specific education/formal training, since it may be more or less than the minimum educational qualifications necessary for the job.



Position #:

## JFS QUESTIONNAIRE

	Elementary School		Partial Secondary School		Secondary School	
<b>Post Secondary:</b>	1 yr. certificate		2 yr. diploma		3 yr. diploma/degree	
	<b>4 yr. degree</b>	<b>x</b>	Master's degree		Doctoral degree	
	Professional Designation		Other			

- (b) Specify/describe any program speciality, certification or professional designation necessary to fulfill the requirements of the position.

**An undergraduate degree in Business Administration or an equivalent.**

- (c) Specify/describe any special skills or training necessary to fulfill the requirements of the position (e.g. computer software, client service skills, conflict resolution, operating equipment).

- Experienced knowledge and understanding of association management and best practices, including membership, services, communications and strategic planning
- Sufficient understanding and working knowledge of technology, including social media, and its application to an association/office environment
- Working experience with business strategy and management practices
- General understanding of employment matters, including compensation, benefits and terms & conditions
- General understanding of the Ontario college environment, including issues facing administrative staff in the Ontario College system
- Ability to communicate with senior executives in partner/stakeholder organizations and business partners

### 5. EXPERIENCE

Identify the minimum practical work related experience required at the point of hire into this position in addition to the education/formal training identified in Section 4. Do not include the incumbent's specific experience/qualifications since it may be more or less than the minimum necessary for the job.

Up to and including:

0- no experience		1 year		<b>7 years</b>	x
1 month		18 months		9 years	
3 months		2 years		12 years	
6 months		3 years		15 years	

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9 months		5 years		18 years	
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**6. INITIATIVE - INDEPENDENCE OF ACTION**

Every job has expectations concerning decision making in the performance of duties. Decision making responsibilities vary according to the level of complexity of the material or information upon which decisions are being made, the judgement that is required in making decisions and the limitations which are placed on an incumbent's authority to act before obtaining direction or approval from a supervisor.

- (a) Briefly describe three decisions/job duties which the incumbent performs without having to obtain direction or approval from the supervisor.

- **Developing member communications plans, marketing initiatives, and promotional materials**
- **Entering into contracts with suppliers and vendors**
- **Dealing with members and confidential issues, sometimes offering referrals.**
- **Making all decisions in managing the office.**

- (b) Briefly describe three decisions/job duties for which the incumbent is required to obtain direction or approval from a supervisor.

- **Providing member services outside of OCASA's mandate.**
- **Spending outside the budget.**
- **Change in direction of strategic plan.**

- (c) Give specific examples of guidelines, procedures, manuals (formal or informal) that are used in performing job duties and in making decisions, e.g. Government regulations, professional/trade standards, college policies/procedures, department/program procedures, computerized/manual systems and any other well defined methods or procedures.

- **Legislation for policy development: Health & Safety (Bill 168); AODA; Privacy; Human Rights; Employment Standards Act; CRA & Statutory Tax remittances**
- **CAAT Terms & conditions of Employment for Administrative Staff**
- **Compensation Guidelines for Administrative Staff (CEC)**
- **Group Insured Benefits for Administrative Staff (Plan booklet, Council recommendations, Sun Life reports) and for CAAT Retirees**
- **Insured benefits for CAAT Retirees: Plan; regular Sun Life reports**
- **CAAT Pension Plan: Sponsor agreements**
- **Directors & Officers Liability Insurance**
- **Legal Services Contract and Access to services**
- **Strategic Plan**

**7. POTENTIAL IMPACT OF DECISIONS**

Give examples of the types of errors in judgement that the incumbent could make in performing the duties of the position, when exercising due care. 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,

## JFS QUESTIONNAIRE

effect on staff, students, clients or public.

- **Entering into contracts with vendors that cannot be fulfilled (by either party), resulting in financial loss/strain**
- **Entering into Media relations that could negatively affect the reputation and image of OCASA**
- **Sensitive Communications with college presidents that negatively affects OCASA's reputation**
- **Offering "legal" advice or other professional advice to members (this is outside the insurable scope of duty), and relying on such advice, members take action, which results in outcomes that are disadvantageous to the member. This would expose OCASA to possible legal action.**

### 8. CONTACTS AND WORKING RELATIONSHIPS

Indicate whom the incumbent is required to interact with in the performance of his or her duties. Use job titles. Describe the nature, purpose and frequency of the contact, e.g. exchanging information, teaching, conflict resolution, team consultation, counselling.

Occasional (O)	Means once in a while over a period of time
Frequent (F)	Means repeated contact over a period of time

Contact Internal/External	Title of Person Contacted	Purpose	O	F
Internal to OCASA	OCASA Membership	Provision of services: referrals to legal services, membership services advisement, exchange of information		F
	Board of Directors	Strategic initiative consultation, reporting and advising		F
	College Reps	Offering support for role at college: information sharing, membership services advisement, updates from partner organizations, notices, exchange of information, team consultation.		F
	OCASA Committee Chairs	Team consultation, logistical coordination, exchange of information & updates		F
	Staff (one part-time staff person)	Supervision & consultation, team consultation, coordinate strategic initiatives		F
Contractors/Suppliers	Graphic Designer Owner, Creative Director	Consultation and advisement on promotional material development	O	
	Magazine Publisher Account manager	Consultation on semi-annual issues Ensuring all content is received. Final proof review	O	
	Advertising sales manager	Coordinating sales contacts Reviewing media kits	O	
	CHERD/Certification program Manager Coordinator	Consulting and collaborating on all aspects of program delivery and registration/administration		F
	Executive Director	Review of contract, review of goals	O	
	College Administrator	Consultation around editorial		F

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Position #:

## JFS QUESTIONNAIRE

Contact Internal/External	Title of Person Contacted	Purpose	O	F
	Contributing Editor (contract)	development, coordination of articles/contributors		
	Web Designers: Account executive	Development and ongoing maintenance of website		F
	Lawyer	Ongoing consultation around Legal Services program for members; consultation on legal matters for members, and for OCASA corporately.		F
External to OCASA, e.g. suppliers, advisory committees, staff at other colleges, government, general public.	CEO & President: Colleges Ontario	Advocacy consultations	O	
	CEO & President: College Employer Council	Committee representation, team consultation, exchange of information, coordinating efforts on joint ventures, advocacy		F
	CEO and Plan Manager, CAAT Pension Plan	Exchange of information, coordination of representation, advocacy	O	
	Chair, CoP	Advocacy	O	
	Co-Chairs, HRCC	Advocacy	O	
	Government (Ministry of Consumer & Business Services), Ministry of Finance, MTCU	Declarations & Reporting; Advocacy; Exchange of information	O	

9.	SUPERVISION/FUNCTIONAL GUIDANCE (√) Check the applicable box(es):	Specify staff who are supervised/given functional guidance. Use titles or group names:
	Not responsible for supervising or providing guidance to anyone.	
√	Provides technical and/or functional guidance to staff and/or students.	OCASA members, Board of Directors, college representatives, committee chairs, committee representatives
	Instructs students and supervises various learning environments.	
√	Acts as a consultant to college management.	OCASA Executive Committee, OCASA members, college representatives, committee chairs, committee representatives
	Assigns and checks work of others doing similar work.	
	Supervises a work group. Assigns work to be done, methods to be used, and takes responsibility for all the work performed by the group.	
√	Manages the staff and operations of a program area/department. Responsible for hiring, work	Administrative assistant,

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**JFS QUESTIONNAIRE**

<b>9. SUPERVISION/FUNCTIONAL GUIDANCE</b> <b>(✓) Check the applicable box(es):</b>	<b>Specify staff who are supervised/given functional guidance. Use titles or group names:</b>
assignments, appraisals, and the replacement of staff.	communications consultant
Manages the staff and operations of a division/major department.	
Manages the staff and operations of several divisions/major departments.	Oversees work of all board and operational committees.
Manages the staff and operations of the entire college.	
Other e.g. counselling, coaching. Please specify.	

**10. SPAN OF CONTROL**

Enter the total number of full-time and part-time staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

	Number of Staff	Comments
<b>Full-time Staff</b>		
<b>P/T Staff (FTE) *</b>	0.5	Administrative support
<b>Contract for Service **</b>	0.5	Communications consultant
<b>Combined Total:</b>	1.0	

**\* The Full -Time Equivalency (FTE) conversion factors for part-time staff are as follows:**

- 1 sessional academic position working for a full academic year (10 months) equals 1 full-time position. Based upon the assumption that sessional employees are temporary full-time employees.
- 2 partial-load academic positions working for a full academic year (10 months) equal 1 full-time position.
- 3 part-time academic positions working for a full academic year (10 months) equal 1 full-time position. Based upon 3 part-time teaching assignments of 6 hours each for a total of 18 teaching hours per week.
- 2 part-time support staff positions working for a full year equal 1 full-time position. Based upon 2 part-time positions of up to 24 hours/week each and totalling 35 to 40 hours per week.
- Part-time or contract administrators working for a minimum of 37.5 hours per week for a full year equals 1 full-time position.

**\*\* Contract for Services**

When considering a position's responsibility for "contracts for service," review the nature of the contractual arrangement to determine the degree of "supervisory" responsibility the position has for

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contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to a “prorated credit for supervising staff” in contractual relationships where the position is required to handle the initial step(s) when staffing issues arise.

### 11. PHYSICAL AND SENSORY DEMANDS

Identify the types of physical and/or sensory demands that are required of the position. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands.

#### FREQUENCY:

- Occasional - occurs once in a while, sporadically.
- Moderate - occurs once in a while, over a period of time. May occur several times in one day, but not every day.
- Considerable - occurs several times daily, usually every day, but for less than half of a work day.
- Extended - occurs on a regular basis throughout the work day, several times daily for one half to three-quarters of the work day
- Continuous - occurs on a regular, ongoing basis during the work day for more than three-quarters of the work day.

These are periods of activity that should not be interrupted.

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.

#### PHYSICAL DEMANDS

ACTIVITY	FREQUENCY				
	Occasional	Moderate	Considerable	Extended	Continuous
Computer function/sitting and typing					√
Phone		√			
Lifting and/or carrying medium weight boxes of meeting materials	√				

#### SENSORY DEMANDS

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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.

ACTIVITY	FREQUENCY					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	*S. I. L.
Reading/ researching/ report writing			√			L
Minutes of meetings	√					I
Computer operation					√	L
Phone conferencing	√					S
Planning			√			L

### Information Systems

**Comment:** Enter the appropriate activity, place an x in the related frequency box, and enter S, I or L in the Duration box.

Short (S)	about one hour or less
Intermediate (I)	more than one hour less than two hours
Long (L)	more than two hours

## 12. WORKING CONDITIONS

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

### FREQUENCY:

Occasional - once in a while, sporadic. May occur several times daily, but not every day.  
 Frequent - several times daily, almost every day.  
 Continuous - on a regular, ongoing basis for almost all of the work day, every day.

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### ENVIRONMENT

- (a) 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. dirt, chemical substances, grease, extreme temperature, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

UNPLEASANT ENVIRONMENTAL CONDITIONS	FREQUENCY		
	Occasional	Frequent	Continuous
Isolated environment			√
Travel requirements (1-4 times/month on the road, for 1-3 days)	O		

### HAZARDS

- (b) 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.

HAZARDS	FREQUENCY		
	Occasion	Frequent	Continuo
N/A			

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## HISTORY OF EXECUTIVE DIRECTOR'S COMPENSATION

Year	Base Salary		Benefits		Total	% Increase
2006	\$	56,888	\$	11,378	\$ 68,266	
2007	\$	63,985	\$	12,797	\$ 76,782	12%
2008	\$	69,200	\$	13,840	\$ 83,040	8%
2009	\$	72,660	\$	14,532	\$ 87,192	5%
2010	\$	77,342	\$	15,468	\$ 92,810	6%
2011	\$	82,024	\$	16,405	\$ 98,429	6%