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SK1

PREVIOUS EDUCATION

=====

- Consider the level of education and/or training required in the job.
- Skill acquired through related paid or unpaid work experience/training should be considered as equivalents to formal educational requirements in all levels.

SOME HIGH SCHOOL ----- 10

- The job requires basic reading, writing and numeracy skills

COMPLETED HIGH SCHOOL ----- 15

- More advanced reading, writing and numeracy skills,
- including the ability to follow more complicated written instructions and/or training or technical skills

COMPLETED ONTARIO COLLEGE CERTIFICATE OR EQUIVALENT----- 20

Typical duration to achieve this credential is 2 academic semesters (1 year)

COMPLETED ONTARIO COLLEGE DIPLOMA OR EQUIVALENT ----- 25

---Typical duration to achieve this credential is 4 academic semesters (2 years)

COMPLETED ONTARIO COLLEGE ADVANCED DIPLOMA OR EQUIVALENT ----- 30

Typical duration to achieve this credential is 6 academic semesters (3 years)

BACHELOR'S DEGREE ----- 35

BACHELOR'S DEGREE PLUS POST GRADUATE SPECIALIZATION/ PROFESSIONAL
DESIGNATION/CERTIFICATION ----- 40

MASTER'S DEGREE ----- 45

Ph.D. or DOCTORATE ----- 50

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SK2

PREVIOUS EXPERIENCE

=====

Consider the previous experience required for an individual to assume the responsibilities of the job.

NO PREVIOUS EXPERIENCE – ENTRY LEVEL ----- 10

SOME EXPERIENCE (LESS THAN ONE YEAR) ----- 15

MINIMUM ONE YEAR EXPERIENCE ----- 20

MINIMUM TWO YEARS EXPERIENCE ----- 25

MINIMUM THREE YEARS EXPERIENCE ----- 30

MINIMUM FOUR YEARS EXPERIENCE ----- 35
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MINIMUM FIVE YEARS EXPERIENCE ----- 40

SIX TO SEVEN YEARS EXPERIENCE ----- 45

EIGHT YEARS OR MORE EXPERIENCE ----- 50

SK3

INTERACTION SKILLS

- Consider the requirement to communicate and interact with other people. This includes:
 - working co-operatively,
 - co-ordinating with others,
 - interacting with people of diverse backgrounds and interests
 - both within and
 - beyond the university community, and
 - the ability to work as a member of a team.
 - Consider the frequency and necessity of interaction, as well as
 - the level of difficulty and the skill required.

FEW ROUTINE CONTACT WITH OTHERS ----- 10

- **works alone with little contact with others;**
- **communication is mainly oral;**
- **incidental contacts;**
- **receives work instruction.**

(I) LIMITED NUMBER OF ROUTINE CONTACTS ----- 15

- **routine interaction with others and**
- **uses problem solving skills;**
- **exchanges information;**
- **minimal contact with the public.**

(II) LIMITED NUMBER OF ROUTINE CONTACTS ----- 20

- **routine interaction with other employees;**
- **uses problem solving and persuasion skills to encourage co-operation and agreement;**
- **works collaboratively;**
- **may be first point of contact,**
- **may orient new staff/students;**
- **provides routine information.**

Distinction from Rating 15:

- routine interaction with other employees (versus merely others)
- problem solving and persuasion to encourage co-operation and agreement
- works collaboratively
- may be first point of contact/orientation (versus minimal contact with public)
- provides routine information

REGULAR CONTACTS -----

25

- **contacts are largely predictable and routine**
- **but may involve**
 - **co-ordination,**
 - **informal negotiation and/or**
 - **discussion --- to encourage co-operation where there is disagreement.**
- **Fosters positive relationships and sometimes responds to complaints.**
- **Interaction with employees and/or students/clients of diverse background or interests.**
- For example:**
 - **co-ordinates scheduling,**
 - **resolves technical/administrative matters,**
 - **listens actively to people who may be upset,**
 - **resolves minor complaints,**
 - **provides detailed explanations,**
 - **demonstrates procedures.**

Distinctions from Rating 20:

- interactions largely predictable and routine (versus merely routine)
- may involve addressing disagreements through co-ordination, informal negotiation, or discussion (with the aim of encouraging cooperation)
 - Nature of these interactions addressing disagreements conditioned by examples (which are likely characterized as "personal complaints" and which are never in a public forum – see below).

LARGE NUMBER OF REGULAR CONTACTS -----

30

- **interacts with employees and/or students/clients encompassing diversity of background;**
- **sometimes uses informal negotiation skills to secure co-operation from a wide range of people who may be upset or vulnerable;**
- **probing for information to establish needs or respond to requests;**
- **responds to complaints;**
- **resolves non-personal complaints;**
- **fosters positive relations and manages a range of relationships;**
- **interactions may occasionally take place in a public forum.**
- **For example:**
 - **program promotion,**
 - **screening for referral to other services,**
 - **advising,**
 - **training,**
 - **interpreting policy to others**

Distinctions from Rating 25:

- Uses informal negotiation skills to secure co-operation of wide-range of persons upset or vulnerable.
- Probing for information (versus listening actively and providing detailed explanations, etc.)
- Responds to complaints (less than frequently [see below])
- Resolves "non-personal" complaints
- Fosters positive relations
- Manages a range of relationships
- Interactions may occasionally take place in a public forum (not regularly in public – see below)

LARGE NUMBER OF CONTACTS-----

35

- **interacts with employees and/or students/clients encompassing diversity of background;**
- **often uses informal negotiation skills to secure co-operation from a wide range of people who may be upset or vulnerable;**
- **frequently responds to complaints;**
- **resolves minor interpersonal complaints and/or develops relationships with people whose co-operation is important to the university;**
- **interactions regularly take place in a public forum.**
- **For example:**
 - **marketing,**
 - **recruiting,**
 - **making referrals,**
 - **assessing competencies or suitability,**
 - **formal instruction such as educational workshops or conference presentations,**
 - **career counselling,**
 - **financial or academic counselling.**

Distinctions from Rating 30:

- frequently responds to complaints
- resolves minor interpersonal complaints (versus non-personal or personal complaints above)
- develops relationships with people whose cooperation is important to the university
- interactions regularly take place in public forum. (versus may occasionally take place in public forum [see above] and will not involve the media [see below])

(I) LARGE NUMBER OF VARIED CONTACTS -----

40

- **investigates and/or resolves serious interpersonal complaints or problems and**
- **negotiates with and provides counsel to a wide range of people who may be upset or vulnerable;**
- **ongoing contacts with people whose co-operation is important to the university;**
- **interactions regularly take place in a public forum and may involve the media.**
- **For example:**
 - **assesses physical or mental condition,**
 - **advanced career counselling,**
 - **health counselling.**

Distinctions from Rating 35:

- Both investigates and/or resolves serious interpersonal complaints (versus responding to minor interpersonal complaints)
- Negotiates and provides counsel to a wide-range of persons (versus informally negotiates to secure cooperation)
- On-going contacts with people whose co-operation is important to the university
- Interactions (i) regularly take place in public forum and (ii) may involve the media.

(II) LARGE NUMBER OF VARIED CONTACTS -----

45

- **uses a wide range of interpersonal and persuasive skills to secure the compliance of diverse individuals and groups;**
- **responds to crisis;**
- **ongoing relationships with people whose co-operation is important to the university;**
- **interactions often take place in a public forum and involve media relations.**
- **For example:**
 - **manages donor relations,**
 - **provides advanced or ongoing health counselling.**

Distinction from Rating 40:

- Responds to crises (versus dealing with serious interpersonal complaints or persons who are upset or vulnerable)
- (i) uses a wide range of interpersonal/persuasive skills (ii) to secure compliance (iii) of diverse individuals and groups. (limited reference to activities similar to managing donor relations, etc.)
- Interactions (i) often take place in public forum and (ii) involve media relations (rather than may involve the media)

(III) LARGE NUMBER OF VARIED CONTACTS -----

50

- **contacts are highly varied and unpredictable and require a high level of**
 - **co-ordination,**
 - **discussion, or**
 - **negotiation;**
- **intervention in situations that are highly emotional or volatile;**
- **represent the mission and goals of the university in public including with the media.**
- **For example:**
 - **stewardship of donor relations,**
 - **crisis counselling,**
 - **psychotherapy,**
 - **critical incident intervention.**

Distinctions from Rating 50:

- Contacts are highly varied and unpredictable (versus largely predictable, as was provided at Rating 25, which was never qualified until this rating)
- Requires a high level of co-ordination, discussion, or negotiation
- Intervention in situations that are highly emotional or volatile
- Represent the mission and goals of the university in public (including with the media)

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SK4

MOVEMENT SKILLS

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Consider the degree of dexterity, muscular coordination and precision required to perform the job and also whether the element of speed is a primary or secondary consideration.

Description	No requirements for speed	Requirements for speed
<ul style="list-style-type: none"> The job requires a <i>low</i> level of muscular coordination and/or manual dexterity where precision is not essential 	10	10
<ul style="list-style-type: none"> The job requires a <i>moderate</i> level of muscular coordination and/or manual dexterity where precision is essential. 	20	30
<ul style="list-style-type: none"> The job requires a <i>high</i> level of muscular coordination and/or manual dexterity where precision is essential. 	30	40
<ul style="list-style-type: none"> The job requires a <i>very high</i> level of muscular coordination and/or manual dexterity to execute <i>very precise and synchronized</i> movements 	40	50

Note to Raters

Level	No requirement for speed	Level	Requirement for Speed
10	<ul style="list-style-type: none"> Stuffing envelopes; shelving books 	10	
20	<ul style="list-style-type: none"> Use of computer to manipulate or retrieve data; Use of keypad/wand/keyboard to enter data into fixed fields or to access information (e.g. Email, notes, web-browsing) 	30	<ul style="list-style-type: none"> Use of centrifuge; Setting up lab equipment; Pipetting; Setting up dental stations
30	<ul style="list-style-type: none"> Full keyboard use such as for processing a variety of documents or data input where corrections are permitted after the fact; Assembling and disassembling computer hardware; Minor equipment repair; AV setup 	40	<ul style="list-style-type: none"> Precise keyboard/keypad use where possibility for correction is minimal (e.g. production-oriented document production or data entry)

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Level	No requirement for speed	Level	Requirement for Speed
40	<ul style="list-style-type: none"> • Accurate mixing of chemicals; • preparing sample for light microscopy; • manual calibration of equipment; work to fine tolerances (e.g. mechanical design, fabrication or repair); • precise placement of graphic, photographic or cartographic objects at the pixel level; • assembling of circuit boards; • performing non-surgical procedures on lab animals; • athletic demos; • performing physical therapy techniques; • giving injections; • operating lathe or oscilloscope; • gas chromatograph 	50	<ul style="list-style-type: none"> • Preparing sample for electron microscopy; • Glassblowing; Animal surgery

SK5

DECISION-MAKING

=====

- Consider the kind of decision-making required by the position and the independence and judgement required to make decisions.
- Consider also the need to facilitate the effective and equitable application of university policy through decision-making.

FEW, SIMPLE DECISIONS ----- 10

- **simple decisions in carrying out tasks.**
- **little scope for variation or deviation;**
- **ability to follow rules and procedural instructions;**
- **decisions ordinarily directly related to the job**

SIMPLE DECISIONS ----- 15

- **simple decisions related to the job with minimal need to refer to higher levels,**
- **decisions have a limited impact on activities within a department.**
- **decisions involve matching problems to a set of established solutions,**
 - **e.g. identifying missing or mismatched information in applications, and deciding to call the applicant.**

Distinctions from Rating 10:

- simple decisions with
 - minor scope for variation in decision making and
 - minimal need to refer to higher levels.
- decisions involve matching problems to set of established solutions.

ROUTINE DECISIONS ----- 20

- **routine decisions related to the job and following expected patterns;**
- **rules and procedures are applied to a range of similar situations.**
- **decisions involve applying established standards,**
 - **e.g. cataloguing rules, or**
 - **using checklists to assess such things as membership eligibility.**

Distinctions from Rating 15:

- routine decisions following expected patterns
- applying rules/procedures/standards to similar/routine situations

DECISIONS INVOLVING UNEXPECTED EVENTS ----- 25

- **routine decisions and/or occasional decisions in response to unexpected events;**
- **decisions may involve introducing variations to established practices and procedures requiring problem solving ability.**
- **decisions involve minor trouble-shooting of e.g. unexpected hardware/software problems;**
- **prioritising workflow;**
- **dealing with routine enquiries e.g. on accounts payable, with departments and vendors, verifying purchasing quotes;**
- **interpreting guidelines on e.g. reimbursement of expenses**

Distinctions from Rating 20:

- occasional decisions in response to unexpected events (as opposed to strictly routine decisions)
- may involve introducing variations to established practices/procedures
 - requiring problem solving ability (rather than simply applying practices/procedures)
- decisions involve minor trouble-shooting
- dealing with routine enquiries
- interpreting guidelines

DECISIONS ABOUT OCCASIONAL UNUSUAL AND UNEXPECTED EVENTS ----- 30

- **routine decisions and occasional decisions in response to unusual and unexpected events;**
- **routine and non-routine decisions that require application & interpretation of rules, guidelines and/or procedures using some independent judgement, and requiring analytical skills.**
- **For example:**
 - **creation of customised lab apparatus;**
 - **organising conferences/events;**
 - **interpreting data requiring initiative and independent judgement such as**
 - **making exceptional admissions decisions or**
 - **modifying experimental protocols.**

Distinctions from Rating 25:

- occasional decisions in response to unusual events (in addition to unexpected events)
- routine/non-routine decisions involving
 - interpretation of rules (as opposed to variations on established practices)
 - using some independent judgment
 - requiring analytical skills

DECISIONS ABOUT FREQUENT UNEXPECTED EVENTS ----- 35

- **routine decisions and in response to frequent unexpected events with limited access to higher levels and requiring the application and interpretation of policies.**
- **Job may require independent judgement and skill to plan and organize more effectively.**
- **For example:**
 - **plans components of projects/programs;**

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- **plans workflow for a group;**
- **identifies best approach/strategy for donor relations;**
- **selects commissions or outside contracts for the facility;**
- **ensures compliance with regulations affecting e.g. certification or status of the University or a facility.**

Distinctions from Rating 30:

- frequent decisions in response to unexpected events (as opposed to occasional decisions for unexpected events)
- with limited access to higher levels
- may require
 - independent judgement (as opposed to some independent judgment) and
 - skill to plan and organize more effectively

(I) COMPLEX DECISIONS ----- 40

- **job requires independent and significant judgement and decision-making skills.**
- **Significant input into local policy,**
- **interprets policy in decision-making,**
- **decisions have serious impact.**
- **For example:**
 - **plans and develops programs independently,**
 - **resolves problems referred by other specialists,**
 - **makes recommendations about suitability of major new equipment or software systems.**

Distinctions from Rating 35:

- requires
 - significant independent judgement (as opposed to mere independent judgment) and
 - significant decision-making skills
- significant input into local policy
- interprets policy in decision-making
- decisions have serious impact. (as opposed to limited impact on activities within a department, as set out at Rating 15 and unchanged to present Rating 40)

(II) COMPLEX DECISIONS ----- 45

- **job requires independent and significant decision-making skills;**
- **resolves complex problems referred by others;**
- **frequent requirement to make independent and prompt decisions based on broad policies or guidelines;**
- **decisions are referred to in future interpretation questions.**
- **Impact is broad with long-term consequences.**
- **For example:**
 - **develops new system elements,**
 - **analyses operational requirements to implement new hardware/software systems,**
 - **provides significant input into policy affecting a function within the University;**
 - **defines requirements and scope of complex projects.**

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Distinctions from Rating 40:

- resolves complex problems referred by others
- frequent requirement to make independent and prompt decisions based on broad policies or guidelines;
- decisions are referred to in future interpretation questions.
- Impact is broad with long-term consequences

MANY, COMPLEX POLICY DECISIONS ----- 50

- **continuous requirement for rapid and flexible decision-making.**
- **Decisions are highly complex and**
 - **may be made without the benefit of formal policy, and**
 - **may be relied upon as precedents.**
- **Decisions will have far reaching impact on the University.**
- **Decision-making requires strategic long- and short-term planning of complex operations, projects, programs or systems;**
- **creating innovative hypotheses or solutions.**

Distinctions from Rating 45:

- continuous requirement for rapid and flexible decision-making
- Decisions are highly complex and
 - may be made without the benefit of formal policy (as opposed to using broad policies)
 - may be relied upon as precedents (as opposed to merely being referred to for interpretation)
- Decisions have far reaching impact on the University (as opposed to merely being broad with long term consequences)
- requires strategic long- and short-term planning of complex operations, projects, programs or systems
 - creating innovative hypotheses or solutions.

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RE1

RESPONSIBILITY FOR INFORMATION

=====

- Consider the responsibility for collecting and passing on information, written or oral, to others, including higher levels of authority, other departments, faculties, colleges, divisions, students and members of the public.
- Consider the complexity, sensitivity and significance of information.

LITTLE RESPONSIBILITY FOR INFORMATION ----- 10

- **limited information of minimal importance**

LIMITED RESPONSIBILITY FOR INFORMATION ----- 15

- **collecting and passing on a limited amount of information**

(I) SOME RESPONSIBILITY FOR INFORMATION ----- 20

- **collecting and passing on information**
 - **e.g. maintaining records, matching information, and providing routine information**

Distinction from Rating 15:

- not a limited amount of information

(II) SOME RESPONSIBILITY FOR INFORMATION ----- 25

- **collecting and passing on information**
 - **e.g. generating reports, disseminating information, verifying information, formatting documents**

Distinctions from Rating 20:

- generating reports rather than maintaining records/information (does not involve original descriptive work on reports/records [see below])
- formatting documents

(I) SIGNIFICANT RESPONSIBILITY FOR INFORMATION ----- 30

- **information is of importance**
 - **e.g. editing content, original descriptive cataloguing.**
- **information may be sensitive or confidential**

Distinctions from Rating 25:

- editing content rather than formatting documents
- original descriptive cataloguing rather generating reports.
- may be sensitive or confidential
- will not be published [see below]

(II) SIGNIFICANT RESPONSIBILITY FOR INFORMATION ----- 35

- **Information is of importance**
 - **e.g. produces marketing and promotional/outreach materials.**
- **Information may be sensitive/confidential and**

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- **may be published.**

Distinctions from Rating 30:

- produces marketing content/materials rather than editing content
- may be published

(III) SIGNIFICANT RESPONSIBILITY FOR INFORMATION ----- 40

- **Information is complex and/or technical,**
 - **e.g. grants, statistical information, financial statements, donor reports, complex design schematics.**
- **It may be published.**
- **Much sensitive/confidential.**

Distinctions from Rating 35:

- complex/technical information.
- much info is sensitive/confidential (rather than may be sensitive/confidential)

(IV) SIGNIFICANT RESPONSIBILITY FOR INFORMATION ----- 45

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- **Information is highly complex and/or highly technical,**
- **often sensitive/confidential.**

Distinctions from Rating 40:

- highly complex/technical information
- often sensitive (rather than much sensitive/confidential)

SIGNIFICANT RESPONSIBILITY FOR INFORMATION; MUCH COMPLEX/TECHNICAL AND CONFIDENTIAL ----- 50

- **Information is highly complex and/or highly technical, and**
- **sensitive/confidential.**

Distinction from Rating 45:

- information must be very often or nearly always sensitive/confidential (rather often sensitive/confidential)

RE2 RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES

- To measure the responsibility for materials, equipment, and/or outcomes,
- consider the cost and/or impact if an error is made.
- consider the scope of responsibility for the use and allocation of resources and
- consider the impact of errors including:
 - the impact on the effective operation of teaching and research facilities;
 - the successful conduct of projects and specific research programs;
 - the efficiency and effectiveness of administrative, technical, or mechanical functions/processes which support the goals and objectives of the University.

10

LITTLE RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES -----

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- **responsible for the use of resources within the performance of own position;**
- **cost of errors is not significant**

(I) LIMITED RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ----- 15

--

- **responsible primarily for the use of resources within the performance of own position;**
- **may affect activities and work flow of co-workers;**
- **cost of errors is of little significance**

Distinctions from Rating 10:

- errors may affect workflow of co-workers.

(II) LIMITED RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ----- 20

-

- **responsible primarily for the use of resources as it affects the activities and work flow of co-workers;**
- **cost of errors**
 - **is of some significance to the department, project or research program and**
 - **may have a short-term effect on individuals, cause short delays or workflow problems,**
- **ensures that equipment is in operating order and/or arranges for equipment to be fixed.**

Distinctions from Rating 15:

- responsible primarily for use of resources affecting activities/workflow of co-workers.
- cost of errors
 - of some significance to the department/project/program (rather than little significance)
 - may cause short-term effects/delays/workflow problems
- ensure that equipment
 - is in operating order, and/or
 - arranges repairs.

(I) SIGNIFICANT RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ---- 25

--

- **responsible for the use of resources as it affects the activities and work flow in a department or for a major project or major research program;**
- **cost of errors**
 - **is significant to the department or major project or major research program and**
 - **may have**
 - **significant short-term effect on individuals or**
 - **have indirect impact on research projects.**

Distinctions from Rating 20:

- responsible for use of resources affecting activities/workflow
 - in a department (rather than merely co-workers)
 - for a major project/research program
- cost of errors
 - significant to the department/project/program (rather than some significance)
 - may cause
 - significant short-term effects on individuals
 - indirect impact on research projects

(II) SIGNIFICANT RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES --- 30

--

- **responsible for the use of resources as it affects the activities and work flow in a department or for a major project or major research program;**
- **cost of errors**
 - **is highly significant to a department or major project or major research program, and**
 - **has a direct impact on e.g.**
 - **a single research project, or**
 - **a short-term effect on groups, or**
 - **academic or financial impact on students.**

Distinctions from Rating 25:

- cost of errors
 - is highly significant to the department or major project/program (rather than merely some significance)
 - has a direct impact (rather than may have indirect impact) on, e.g.:
 - a single research project, or
 - a short-term effect on groups, or
 - academic or financial impact on students.

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(I) MUCH RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ----- 35

- **responsible for the use of resources as it affects the activities and workflow of a faculty, a college, the library, administration/operations division or any other major division of the University,**
- **for example,**
 - **maintaining lab research equipment;**
 - **cost of errors is significant to a faculty, college or division;**
 - **delays or flaws affecting a research project or teaching;**
 - **long term effect on groups or individuals.**

Distinctions from Rating 30:

- **responsible for resources affecting activities and work flow of a faculty, college, the library, administration division or any other major division (rather than merely a department or major project)**
- **costs of errors is significant to a faculty/college/division (rather than a department)**
- **long term affect on groups/individuals**

(II) MUCH RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ----- 40

- **responsible for the use of resources as it affects the activities and workflow of a faculty, a college, the library, administration/operations division or any other major division of the University;**
- **responsible for large scale purchases for a department or faculty;**
- **cost of errors is highly significant to a faculty, college or division and may be significant to the University.**
- **Errors have an impact on University relations/reputation;**
- **errors have a long-term effect on the department/division and loss of credibility to the department/division.**

Distinctions from Rating 35:

- **responsible for large scale purchases for department or faculty**
- **costs of errors is highly significant to a faculty/college/division (rather than merely significant)**
- **errors impact university relations/reputation**
- **errors have/cause**
- **long-term impact on department/divisions (rather than on groups/individuals)**
- **the loss of credibility to department/division**

(III) MUCH RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ----- 45

- **responsible for the use of resources as it affects a major University-wide function;**
- **cost of errors are significant to the university;**
- **high impact on**
 - **student health or well-being,**
 - **loss of department's credibility;**
 - **long-term negative impact on the University;**
 - **a single University-wide system.**

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Distinctions from Rating 40:

- responsible for resources affecting major university-wide function (rather than to a faculty/college/major division)
- costs of errors significant to university (rather than highly significant to faculty/college/major division)
- high impact on
- student health or well-being,
- loss of department's credibility; (rather than merely long-term)
- long-term negative impact on the University; (rather than merely on a department)
- a single University-wide system.

GREAT RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ----- 50

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- **responsible for the use of resources as it affects critical University-wide function(s);**
- **cost of errors to the university is extremely high and has a long-term impact on a major University system.**

Distinctions from Rating 45:

- responsible for resources affecting critical University-wide functions(s) (rather than merely a singular possible function)
- costs or errors
- is extremely high (rather than significant)
- Long-term impact on a major University system (rather than a single University-wide system)

RE3

RESPONSIBILITY FOR THE SAFETY OF OTHERS
=====

Consider the degree of care required by the job to prevent physical or emotional injury or harm to co-workers, students and/or the public

LITTLE CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----- 10

- **nature of work performed requires minimal care to avoid injury or harm to others.**

SOME CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----- 15

- **potential impact in immediate work area**

CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----- 20

- **careful attention to occupational safety precautions is required**

(I) SIGNIFICANT CARE TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----- 25

- **significant care required during the work period;**
- **potential impact in immediate work area**

Distinction from Rating 20:

- significant care required (rather than careful attention)

(II) SIGNIFICANT CARE TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----- 30

- **significant care and attention is required;**
- **ensuring compliance and providing training/ instruction;**
- **potential impact beyond immediate work area**

Distinction from Rating 25:

- significant care and attention required (rather than merely significant care)
- ensuring compliance
- providing training/instruction
- potential impact beyond work area

(I) MUCH CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----- 35

- **sustained care and attention is required during the work period;**
- **impact extends beyond immediate work area,**

Distinctions from Rating 30:

- sustained care and attention required (rather than significant care and attention)

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- impact extends beyond work area (rather than potential impact beyond work area)

(II) MUCH CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----- 40

- **sustained care and attention is required during the work period;**
- **impact extends beyond immediate work area;**
- **responsible for things that may cut, crush, blind or burn.**

Distinctions from Rating 35:

- responsible for things that may cut, crush, blind or burn.

(I) EXTREME CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----- 45

- **close attention is required to avoid serious injury or harm to others**

Distinctions from 40:

- close attention required (rather than sustained attention)
- risk of serious injury or harm to others

(II) EXTREME CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----- 50

- **sustained attention is required to prevent serious injury or harm to others;**
- **responsible for containing hazards such as biohazards, radioactive materials, communicable infections, gases, chemicals, high voltage equipment.**

Distinctions from Rating 45:

- sustained attention required to avoid serious injury to others (rather than close attention)

RE4

FINANCIAL RESPONSIBILITY
=====

- Consider the requirement to deal with money, either handling it, or in terms of
- responsibility for budgets or decision making about spending.

MINIMAL FINANCIAL RESPONSIBILITIES ----- 10

- **little or no handling of money and no decisions about budgets and/or spending**

LIMITED INVOLVEMENT IN FINANCES ----- 15

- **limited handling of small amounts, such as small petty cash funds or limited responsibility for issuing receipts or handling fees or fines;**
- **no independent decisions about budgets or spending.**
- **For example:**
 - **occasional handling of expenses for events,**
 - **recording or verifying transactions on a single account;**
 - **no budgeting.**

Distinctions from Rating 10:

- handling petty cash, limited responsibility issuing receipts or handling fees.

SOME FINANCIAL TRANSACTIONS ----- 20

- **handling of petty cash and/or fees, fines etc. on a regular basis;**
- **some responsibility for recording.**
- **For example:**
 - **discretion to make minor purchases;**
 - **collaborates on cost estimates;**
 - **manages petty cash, enters timesheet data;**
 - **intermittently handles and processes cheques;**
 - **recording of a few accounts, including payroll**

Distinctions from Rating 15:

- handling petty cash or fees on a regular basis (rather than limited handling)
- some responsibility for recording.

MAINTAINS ACCOUNTS ----- 25

- **responsible for accounts, transfers and expenditures within established guidelines and cash limits;**
- **regular responsibility for reporting and reconciliation.**
- **For example:**
 - **costs shop level projects,**
 - **records detailed transactions for many accounts at departmental level, including payroll;**
 - **reconciles accounts;**
 - **monitors accounts for one's own program;**
 - **generates standard financial reports**

Distinctions from Rating 20:

SES/U

- responsible for account/transfer/expenditures within established guidelines/limits (rather than handling petty cash/fees)
- regular responsibility for reporting and reconciliation (rather than some responsibility for recording)

MAINTAINS DEPARTMENT OPERATING BUDGET ----- 30

- **monitors department budget for accuracy and completeness;**
- **some responsibility for planning expenditures and budgets.**
- **For example:**
 - **tracks and reports on spending;**
 - **records detailed transactions on many accounts including payroll;**
 - **reconciles accounts multiple departments;**
 - **manages a single operating budget for a single unit;**
 - **applies bookkeeping rules;**
 - **plans expenditures and budget at departmental level**

Distinctions from Rating 25:

- monitors budget for accuracy and completeness (rather than being responsible for accounts/transfers/expenditures within established guidelines)
- some responsibility for planning expenditures/budgets (rather than regularly reporting)

MAINTAINS COMPLEX BUDGETS ----- 35

- **responsible for transferring funds and expenditures, within context of an overall plan;**
- **makes recommendations about budget allocations, forecasting and planning;**
- **budgets with multiple sources of revenue and/or recoveries.**
- **For example:**
 - **costing and/or forecasting/planning spending on major projects;**
 - **developing tenders and RFPs;**
 - **managing grants and financial aid;**
 - **making recommending on purchasing process, vendors and suppliers;**
 - **manages complex multiple budgets – operating, trust, capital, research grants;**
 - **generates specialised financial analyses, reports for financial planning.**

Distinctions from Rating 30:

- responsible for transferring funds/expenditures within context of an overall plan (rather than within established guidelines as per Rating 25)
- makes recommendations about budget allocations, forecasting and planning. (rather than some responsibility merely for planning)
- budgets with multiple sources of revenue

SIGNIFICANT FINANCIAL RESPONSIBILITY ----- 40

- **financial management of a department, including budget-setting;**
- **independent decisions about spending limited by rules and reporting required by the university and external funding providers.**
- **Makes effective recommendations on major purchases or financial strategy (e.g. revenue-generating activities);**
- **oversight of financial management, analysis and forecasting at the departmental level**

Distinctions from Rating 35:

SES/U

- financial management of a department, including budget setting (rather than making recommendations about budget)
- independent decisions about spending limited by rules and reporting required by university/external funders (rather than transferring funds within context of an overall plan)
- makes effective recommendations on major purchases/financial strategy
- oversight of departmental financial management

SIGNIFICANT FINANCIAL RESPONSIBILITY FOR A MAJOR FACULTY/COLLEGE/DIVISION -- 45

- **financial management of a major faculty/college/division;**
- **independent decisions about spending; and/or**
- **financial management of the budgets of complex inter-institutional partnerships.**
- **Oversight of financial management, analysis and forecasting beyond the departmental level.**

Distinctions from Rating 40:

- Financial management of major faculty/college/division (rather than department)
- Independent decisions about spending (rather than limited by rules and reporting required by university/external funders)
- Financial management of budgets of complex inter-institutional partnerships (i.e. between departments)
- Oversight beyond the departmental level

RESPONSIBILITY FOR FINANCIAL DIRECTION ----- 50

- **extensive participation in university-wide budgeting decisions;**
- **accountable for decisions about overall priorities, allocation and spending.**

Distinctions from Rating 45:

- extension participation in university wide budgeting (rather than for faculty/college/division)
- accountable for decision about overall priorities (rather than merely beyond the department level)

SES/U

RE5

MANAGE OR DIRECT OTHERS

=====

- Consider the extent of management responsibilities required by the job.
- Consider (i) *guidance, direction* and/or (ii) *reporting or review* of performance required by the position.
- Consider the responsibility for managing, or directing staff of diverse backgrounds and experience.

MINIMAL RESPONSIBILITY FOR OTHERS ----- 10

- **job may entail occasional directing of others but no direct responsibility;**
- **provides new employees/students with a basic orientation to the work area.**

SOME RESPONSIBILITY FOR OTHERS ----- 15

- **job may entail occasional directing of others but minimal direct responsibility.**
- **occasional requirement to assign/check and schedule work of work-study students;**
- **directs work of non-University employees/volunteers in defined activities (not ongoing);**
- **provides orientation to new employees/students on working procedures and practices.**

Distinctions from Rating 10:

- occasional directing of others with minimal direct responsibility (versus no direct responsibility)
- provides orientation on working procedures and practices (versus basic orientation to the work area)
- occasionally assigns/checks and schedules work of work-study student
- may direct work of non-ongoing, non-university employees/volunteers in defined activities.

(I) MANAGES OR DIRECTS SMALL GROUP IN LIMITED AREA ----- 20

- **job entails responsibility for the management or direction of a small defined group in limited area.**
- **some responsibility for directing the activities of up to 3 ongoing employees; or short-term casuals;**
- **assigns and checks work of work-study students;**
- **directs work of casual employees in defined activities (not ongoing);**
- **selects placement students – no supervision;**
- **coaches;**
- **serves as a resource to a group or on a function.**

Distinctions from Rating 15:

- responsibility for management or direction of small defined group in limited area (versus occasional directing with minimal direct responsibility)
- some responsibility for directing activities of up to 3 ongoing employees or short term casuals
- assigns and checks work of work-study students (versus occasionally assigns/checks work)
- directs work of non-ongoing casual employees in defined activities (versus non-ongoing, non-university employees/volunteers)
- selects placement students

SES/U

- coaches
- serves as a resource to a group or function

(II) MANAGES OR DIRECTS SMALL GROUP IN LIMITED AREA ----- 25

- **job entails responsibility for the management or direction of a small group in a limited area with**
 - **some performance review responsibilities,**
 - **responsible for scheduling, and/or**
 - **workflow.**
- **for example:**
 - **full responsibility for directing the activities of a single ongoing employee; or**
 - **supervises some activities for a small group;**
 - **supervises longer-term casuals;**
 - **serves as a resource on specific issues to a group of specialists.**

Distinctions From Rating 20:

- responsibility for management/direction of a small group in a limited area (versus small defined group in Rating 15;
- what constitutes a small group in a limited area rests between more than 3 employees [see above] and what constitutes a small department [see below]
- Further distinctions arise from the examples, including:
 - full responsibility for activities of single ongoing employee (versus some responsibility for activities of small group);
 - OR
 - supervises longer term casuals (versus non-ongoing casual employees);
 - serves as a resource on specific issues to group of specialists (versus resource to a group or on a function)

MANAGES OR DIRECTS SMALL GROUP IN A WIDE RANGE OF RELATED ACTIVITIES ----- 30

- **job entails responsibility for the management or direction of a small department or a small number of lower level supervisors.**
- **for example:**
 - **full responsibility for directing the activities of a group all performing a similar function;**
 - **supervises activities of research assistants;**
 - **oversees work of a small number of, or short term contractors or contributors;**
 - **may have input into performance review – not clinical;**
 - **conducts performance reviews – clinical;**
 - **supervises the activities of one clinical placement student;**
 - **serves as an expert resource to a group of professionals in the specialty.**

Distinctions from Rating 25:

- responsibility for management/direction of small department or small number of lower level supervisors (versus small group in a limited area)
- Distinctions arising from examples:
 - full responsibility for directing activities of a group all performing similar function (versus single employee)
 - supervises research assistants
 - oversees small number of short term contractors or contributors
 - conducts clinical performance reviews.
 - possible input into non-clinical performance reviews
 - supervises one clinical placement student

SES/U

- Serves as expert resource to a group of professionals in the specialty (versus resource on specific issues to group of specialists)

MANAGES OR DIRECTS SMALL GROUP IN WIDE RANGE OF ACTIVITIES ----- 35

- **job entails responsibility for the management or direction of a small department or a small number of lower level supervisors;**
- **responsibility for performance reviews.**
- **for example:**
 - **full responsibility for directing the activities of a group performing varied functions;**
 - **supervises non bargaining unit employees;**
 - **oversees work of a large number of, or long term contractors or contributors;**
 - **has input into performance review;**
 - **supervises the activities of multiple clinical placement students.**

Distinctions from Rating 30:

- responsible for performance reviews
- full responsibility for directing activities of group performing varied functions (versus all performing similar functions)
- supervises non-bargaining unit employees
- oversees work of large number of long-term contractors or contributors (versus small number of short-term)
- has input into performance review (versus may have input into non-clinical review)
- supervises multiple clinical placements (versus one clinical placement)

MANAGES OR DIRECTS MEDIUM-SIZED GROUP WITH A WIDE RANGE OF ACTIVITIES ---- 40

- **job entails responsibility for managing or directing a department or section and a number of lower-level supervisors.**
- **for example:**
 - **hires and supervises a large number of contract instructors.**

Distinctions from Rating 35:

- responsibility for managing/directing a department or section and a number of lower level supervisors (versus a small department or a small number of lower level supervisors)
- may hire and supervise a large number of contract instructors

MANAGES OR DIRECTS LARGE GROUP WITH WIDE RANGE OF ACTIVITIES ----- 45

- **job entails responsibility for managing or directing a large department with a significant number of lower level managers/supervisors.**
- **for example:**
 - **full responsibility for directing the activities of multiple groups performing multiple functions;**
 - **supervises non bargaining unit employees;**
 - **hires outside the bargaining unit;**
 - **other HR tasks.**

Distinctions from Rating 40:

SES/U

- responsibility for managing/directing a large department with a significant number of lower level supervisors (versus a department and a number of lower level supervisors)
- supervises non-bargaining unit employees
- hires outside the bargaining unit
- other HR duties

MANAGES OR DIRECTS LARGE GROUP WITH COMPLEX ACTIVITIES ----- 50

-
- **job entails the management or direction of:**
 - **a large department or division with complex operations and**
 - **many lower level managers/supervisors.**

Distinction from 45:

- manages a large department or division with complex operations and many lower level managers/supervisors (versus a large department with significant lower-level supervisors)

EF1

MENTAL EFFORT

=====

- Mental effort measures the cumulative duration and intensity of mental and sensory demands required to perform the job.
- Mental demands are those activities that use concentration and cause fatigue (e.g. thinking, active and passive listening, interpreting, observing).
- Sensory demands are those activities that use one or more of the 5 senses in the course of job requirements.

VERY LOW CONCENTRATION ----- 10

- **Provides routine information**

LOW CONCENTRATION ----- 20

- **For example:**
 - reads,
 - transcribes,
 - fills in formulas,
 - performs routine data entry,
 - makes simple calculations,
 - prepares standard reports.

MODERATE CONCENTRATION ----- 30

- **For example:**
 - writes original material, including minute-taking;
 - deciphers, edits, analyses,
 - authenticates documents;
 - prepares statistical reports;
 - constant learning of new
 - equipment,
 - programs,
 - policies, or
 - protocols is required.

HIGH CONCENTRATION ----- 40

- **For example:**
 - performing tasks requiring great precision and requiring attention to many details at a time;
 - detailed analysis or forecasting in relation to important decisions

VERY HIGH AND SUSTAINED CONCENTRATION ----- 50

- **For example:**
 - research work;
 - preparing projects of importance or policy that requires a rigorous approach and attention to very fine detail.

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EF2

PHYSICAL EFFORT

- This factor measures the level of physical effort that is inherent in the performance of the required duties of a position.
- In addition to measuring the amount of energy deployed to move objects of a certain weight, it is also intended to measure
 - the amount of energy used to maintain different working postures,
 - visual and/or auditory intense activities and/or
 - repetitive movements.
- This factor has been developed to recognized physical effort both for the female predominant jobs as well as the male predominant jobs.

Description	Frequency	Duration
Requirement to work in a seated position		
Requirement to work in a standing position		
Requirement to walk		
Bending/crouching/kneeling or similar positions		
Working on ladders, stools or scaffolds		
Performing repetitive movements (keyboarding, sorting, pushing, cutting, pressing, sawing, etc.)		
Scrutinizing, distinguishing*, or isolating by eye or ear (reconciling, tracking expenses, monitoring, editing, tuning instruments, diagnosing, etc)		
Lifting, carrying, pushing, pulling or holding weights >25kg or expending equivalent effort		
Lifting, carrying, pushing, pulling or holding weights more than 10 kg and up to 25 kg or expending equivalent effort		
Lifting, carrying, pushing, pulling or holding weights more than 3-10 kg or expending equivalent effort		

Frequency

Degree	Description
1	2-3 times a week, most weeks
2	Every day, most weeks

Duration

Degree	Description
1	Daily total of more than 1 hour and up to 2 hours
2	Daily total of more than 2 hours and up to 4 hours
3	Daily total of more than 4 hours

*to make fine or subtle differentiations

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CALCULATION CHART (for calculating total points)

	Factor	Freq	Degr ee	Freq * Degree	Weight	Score
1.	Requirement to work in a seated position				1	
2.	Requirement to work in a standing position				2	
3.	Requirement to walk.				1	
4.	Bending/crouching/kneeling or similar positions				2	
5.	Working on ladders, stools or scaffolds				3	
6.	Performing repetitive movements				2	
7.	Scrutinizing, distinguishing or isolating by eye or ear.				2	
8.	Lifting, carrying, pushing, pulling or holding weights >25kg or expending equivalent effort				4	
9.	Lifting, carrying, pushing, pulling or holding weights more than 10 kg and up to 25 kg or expending equivalent effort				3	
10.	Lifting, carrying, pushing, pulling or holding weights more than 3-10 kg or expending equivalent effort				2	

Rating Matrix

PHYSICAL EFFOR		
MIN	MAX	LEVEL
0	6	10
7	16	20
17	30	30
31	48	40
49	73	50
74+		60

Note: The University and the Union agree that the matrix is tentative and is subject to further amendments with the mutual agreement of both the parties.

WO1 TEMPERATURE, NOISE AND OTHER ENVIRONMENTAL CONDITIONS

<ul style="list-style-type: none"> Consider the conditions under which the work is performed and the average exposure to disagreeable elements such as <ul style="list-style-type: none"> weather, changes or extremes of temperature, fumes, dirt or waste products, blood, loud noise and poor lighting or glare. 	
OFFICE ENVIRONMENT, NORMAL COMFORT LEVEL -----	10
<ul style="list-style-type: none"> work environment is clean and varies little from a normal comfort level: <ul style="list-style-type: none"> heated in winter, air-conditioned in summer, no exposure to outside conditions with little significant background or machinery noises. 	
OCCASIONAL EXPOSURE TO A DISAGREEABLE ELEMENT -----	15

REGULAR EXPOSURE TO A DISAGREEABLE ELEMENT -----	20

<ul style="list-style-type: none"> exposure to a disagreeable element for up to half of work period <ul style="list-style-type: none"> e.g. some noise or weather; computer rooms 	
REGULAR EXPOSURE TO A FEW DISAGREEABLE ELEMENTS -----	25

<ul style="list-style-type: none"> exposure to a few disagreeable elements for up to half of work period; <ul style="list-style-type: none"> e.g. clean lab with chemical exposure 	
FREQUENT EXPOSURE TO SOME DISAGREEABLE ELEMENTS OR ONE VERY DISAGREEABLE ELEMENT FOR MORE THAN HALF OF WORK PERIOD -----	30

<ul style="list-style-type: none"> e.g. bio-lab; fabrication work 	
SUSTAINED EXPOSURE TO SOME DISAGREEABLE ELEMENTS OR ONE VERY DISAGREEABLE ELEMENT FOR MORE THAN HALF OF WORK PERIOD -----	35

<ul style="list-style-type: none"> e.g. animal facility 	
EXPOSURE TO SOME DISAGREEABLE ELEMENTS OR ONE VERY DISAGREEABLE ELEMENT FOR THE MAJORITY OF THE WORK PERIOD -----	40

EXPOSURE TO A COMBINATION OF VERY DISAGREEABLE ELEMENTS FOR MAJORITY OF WORK PERIOD -----	45

CONTINUOUS EXPOSURE TO A COMBINATION OF VERY DISAGREEABLE ELEMENTS OR ONE VERY DISAGREEABLE ELEMENT FOR ENTIRE WORK PERIOD -----	50

<ul style="list-style-type: none"> except for scheduled breaks; <ul style="list-style-type: none"> e.g. a morgue or pathology lab 	

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WO2

HAZARDS

=====

Consider the extent to which the job requires exposure to short or long term health or accident risks including biohazards and radiation.

(I) LITTLE HAZARD ----- 10

- minimal exposure to health or accident risks

(II) LITTLE HAZARD ----- 15

- limited exposure to health or accident risks;
- exposure to risk of overuse injury associated with some repetitive motion not longer than 2 hours at a time

(I) SOME HAZARD ----- 20

- some health or accident risk where possible effect on health is limited.
- For example:
 - low level electric shock;
 - exposure to chemicals, solvents, glues and other chemicals;
 - climbing ladders;
 - risk of back injury;
 - exposure to risk of overuse injury associated with repetitive motion for more than 2 but less than 4 hours at a time

Distinction from Rating 15:

- some health/accident risks (versus minimal)
- possible effects on health is limited.

(II) SOME HAZARD ----- 25

- some health or accident risk where limited effect on health is more likely.
- For example:
 - regular exposure to dangerous substances;
 - cuts and burns;
 - harm from chemical burns;
 - machine shop work;
 - exposure to risk of overuse injury associated with repetitive motion for 4 hours

Distinctions from Rating 20:

- limited effect on health is more likely (rather than possible effect on health is limited)

(I) MODERATE HAZARD; SERIOUS INJURIES SOMEWHAT POSSIBLE ----- 30

- includes exposure to health risks associated with constant repetitive motion or accident risk – may result in disability.
- For example:
 - combination of exposure to machining and biohazards;
 - exposure to low level radiation;

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- **lab work dealing with dangerous biohazards**

Distinctions from Rating 25:

- exposure to health risks/accidents associated with constant repetitive motion
- may result in disability (rather than limited effect on health)

(II) MODERATE HAZARD; SERIOUS INJURIES POSSIBLE -----

35

- **includes exposure to health risks associated with constant repetitive motion,**
- **exposure to hazard or accident risk - greater likelihood of resulting in disability.**
- **For example:**
 - **working with radioactive compounds;**
 - **dealing with potentially hazardous biological agents**

Distinctions from Rating 30:

- greater likelihood of resultant disability (rather may result in disability)

(I) SEVERE HAZARD; SERIOUS INJURIES VERY POSSIBLE ----- 40

- **includes exposure to serious health risks including**
- **diseases related to environmental conditions,**
- **exposure to hazards, or accidents related to physical conditions or moving machinery**
-
- **may result in serious long-term disability.**
- **For example,**
 - **potential exposure to infectious diseases.**

Distinctions from Rating 35:

- may result in serious long-term disability (rather than the possibility of disability)
- exposure to serious health risks
- diseases related environmental conditions
- risk of hazards/accidents related to physical conditions/moving machinery

(II) SEVERE HAZARD; SERIOUS INJURIES VERY POSSIBLE ----- 45

- **includes exposure to serious health risks including diseases related to environmental conditions,**
- **exposure to hazards or accidents related to physical conditions or moving machinery**
-
- **the nature of the research or procedures would lead to a greater likelihood of serious long-term disability**

Distinctions from Rating 40:

- nature of research or procedures would lead to a greater likelihood of serious long-term disability (rather than may result in serious long-term disability)

CHANCE OF LIFE-THREATENING ACCIDENT OR HEALTH RISKS ----- 50

- **Exposure to potentially fatal health risk.**
- **For example:**
 - **high voltages,**
 - **exposure to serious health risks such as Ebola**

Discrimination from Rating 45:

- exposure to potentially fatal health risks (rather than serious long-term disability)

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WO3

STRESS

=====

▪ No particular stressful elements inherent to the job	10
▪ Occasional (minimal) exposure to one or two moderately stressful elements	15
▪ Regular exposure to one or two moderately stressful elements	20
▪ Greater exposure to stressful elements than described at Level 20, but less than that described at Level 30	25
▪ Frequent exposure to one or two moderately stressful elements OR ▪ Regular exposure to three or more moderately stressful elements OR ▪ Occasional exposure to 1 extremely stressful element	30
▪ Greater exposure to stressful elements than described at Level 30, but less than that described at Level 40	35
▪ Continuous exposure to 1-2 moderately stressful elements or ▪ frequent exposure to three or more moderately stressful elements OR ▪ Regular exposure to at least one extremely stressful element	40
▪ Frequent exposure to three or more moderately stressful elements AND ▪ regular exposure to at least one extremely stressful element	45
▪ Continuous exposure to three or more moderately stressful elements AND ▪ regular exposure to at least one extremely stressful element	50

Notes to Raters

Occasional: Less than 10% of the time on an annual basis

Regular : More than 10% and less than 25% on an annual basis

Frequent : More than 25% and less than 60% of the time on an annual basis

Continuous: More than 60% of the time on an annual basis

Moderately stressful elements:

Emotionally-charged situations that require listening, assistance, or support.

Difficult situations that involve conflictive interactions.

Situations which involve contact with people with unresolvable problems where the incumbent cannot change the outcome (e.g., socio-economic problems, terminal or serious illness; ongoing waiting list or backlog).

Isolated work spaces.

Unchanging and repetitive work.

Competing and/or simultaneous deadlines.

Unpredictable or urgent assignments.

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Multiple reporting relationships

High performance-based expectations (e.g., marketing targets, sales)

Ongoing high pace of work requiring accelerated work pace (e.g., peak periods)

Frequent human monitoring (close supervision) or machine pacing of work.

Working in a fishbowl (constant exposure to public/clients, etc.)

Exposure to upset and anxious clients

Exposure to verbal abuse

Extremely stressful elements:

Exposure to hostile or violent interactions

Exposure to threats against incumbent's personal safety

Make-or-break performance targets

Time sensitive crisis that must be resolved

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WO4

WORK INTERRUPTIONS AND DISTRACTIONS

=====

Consider the number and kind of interruptions to the work process and distractions in the work area.

NO INTERRUPTIONS, NO DISTRACTIONS IN WORK AREA ----- 10

- **work is not interrupted,**
- **private work space**

OCCASSIONAL ROUTINE INTERRUPTIONS, FEW DISTRACTIONS ----- 15

- **work is occasionally interrupted by predictable contacts,**
- **little activity in work area;**
- **private work space in area with distractions/shared office;**
- **few interruptions for routine requests**

Distinctions from Rating 10:

- work is occasionally interrupted (rather than is not interrupted)
- relatively private work space with
- little activity in area or
- few interruptions for routine requests

REGULAR ROUTINE INTERRUPTIONS, FEW DISTRACTIONS ----- 20

- **work is interrupted by predictable contacts;**
- **some activity in work area;**
- **open area;**
- **quiet;**
- **cubicles;**
- **regular interruptions for routine requests**

Distinctions from Rating 15:

- work is interrupted by predictable contacts (rather than occasionally interrupted)
- relative open work space with
- some activity in area (rather than little activity)
- regular interruptions for routine requests (rather than few interruptions)
- is quiet

FREQUENT ROUTINE INTERRUPTIONS, SOME DISTRACTIONS ----- 25

- **work is interrupted by predictable contacts,**
- **some distractions in work area;**
- **busy/public/noisy open area or lab;**
- **frequent (high volume) interruptions for routine requests or**
- **occasional crisis.**

Distinctions from Rating 20:

- some distractions in work area (rather than some activity)
- frequent/high volume interruptions (rather than regular interruptions) for routine requests
- occasional crisis

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- busy/public/noisy (rather than quiet)

REGULAR INTERRUPTIONS & DISTRACTIONS ----- 30

-

- **some interruptions and distractions are unusual or unpredictable,**
- **limited effect on work process or meeting of deadlines;**
- **public, open area;**
- **regular (regularly occurring) interruptions;**
- **unpredictable action required.**

Distinctions from Rating 25:

- some unusual/unpredictable interruptions and distractions
- unpredictable action required
- limited effect on work process or meeting of deadlines

MANY INTERRUPTIONS & DISTRACTIONS ----- 35

- **regular interruptions and distractions are unusual or unpredictable,**
- **causing disruption to work process,**
- **increasing likelihood of missing deadlines;**
- **open area, multiple source of distractions (multiple activities);**
- **frequent (high volume) interruptions;**
- **unpredictable action required.**

Distinctions from Rating 30:

- regular unusual/unpredictable interruptions and distractions
- causing disruption to work process (rather than limited effect on work process)
- increasing likelihood of missing deadlines (rather than limited effect on meeting deadlines)
- multiple sources of distraction

(I) MANY INTERRUPTIONS, MUCH DISTRACTING ACTIVITY IN WORK AREA ----- 40

- **regular (regularly) occurring interruptions**
- **busy open work area;**
- **frequent effect on work process, deadlines and production;**
- **resolves crisis**

Distinctions from Rating 35:

- regular(ly) occurring interruptions
- busy open work area
- frequent effect on work process (rather than increasingly likelihood of effect)
- frequent effect on deadlines and production (rather than increasing likelihood of effect)
- resolves crisis (rather than occasional crisis as found at Rating 25)

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(II) MANY INTERRUPTIONS, MUCH DISTRACTING ACTIVITY IN WORK AREA ----- 45

- **frequent interruptions and distractions are unpredictable or unusual;**
- **possible significant effect on work process, deadlines and production;**
- **resolves crisis**

Distinctions from Rating 40:

- frequent unusual/unpredictable interruptions and distractions (rather than regular unusual interruptions/distractions)
- possible significant effect on work process (rather than mere frequent effect)
- possible significant effect on deadlines and production (rather than mere frequent effect)

CONSTANT INTERRUPTIONS, CONSTANT DISTRACTING ACTIVITY IN WORK AREA ----- 50

- **constant interruptions of the work process with highly distracting activities**

Distinction from Rating 45:

- constant interruptions (rather than frequent disruptions) with
- highly distracting activities

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WO5 SOCIAL DISRUPTION REQUIRED BY WORK SCHEDULING

Consider the amount of social disruption as a result of irregularities in the work schedule.

REGULAR DAYTIME SCHEDULE ----- 10

REGULAR DAYTIME SCHEDULE, SOME OVERTIME ----- 15

- **Overtime on weekdays**

REGULAR SCHEDULE WITH SOME OVERTIME OR SOME WEEKENDS ----- 20

- **little social disruption;**
- **occasional overtime on weekends**

REGULAR SCHEDULE INCLUDES EVENINGS/WEEKENDS; OCCASIONAL ON-CALL ----- 25

- **limited social disruption;**
- **regular evening work;**
- **frequent overtime;**
- **regular weekend schedule;**
- **occasional on-call – available by phone or computer;**
- **a set schedule of alternating days/evenings/weekends**

Distinctions from Rating 20:

- limited (rather than little) social disruption
- frequent overtime (rather than occasional overtime on weekends)
- every other factor is distinguishing.

REGULAR SCHEDULE INCLUDES EVENINGS/WEEKENDS; REGULARLY REQUIRED
TO BE ON-CALL ----- 30

- **some social disruption;**
- **occasional travel;**
- **occasional on-call – available on-site;**
- **regular night shift;**
- **occasional overnight travel**

Distinctions from Rating 25:

- some (rather than limited) social disruption
- occasional on-call – available at site (rather than by phone/computer)
- regular night shift (rather than evening shift)
- occasional travel
- occasional overnight travel

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IRREGULAR SCHEDULE, WITH SOME OVERTIME ----- 35

- **some social disruption,**
- **some demands on personal time, some travel;**
- **occasional on-call – available on a confined radius;**
- **some overnight travel**

Distinctions from Rating 30:

- some demands on personal time
- some travel (rather than occasional)
- occasional on-call available in confined radius (rather than available on-site)
- some overnight travel (rather than occasional)

IRREGULAR SCHEDULE, WITH OVERTIME, AND OCCASIONAL TRAVEL ----- 40

- **some demands on personal time,**
- **regular overnight travel;**
- **regularly scheduled to be on-call and within a confined radius or be available on-site;**
- **regular alternating shifts,**
 - **including nights; or**
 - **rotating shifts with block scheduling and no nights**

Distinctions from Rating 35:

- regular overnight travel (rather than merely some)
- regularly on-call within a confined radius or available on-site (rather than occasionally)
- regular alternating shifts,
- including nights, or
- rotating shifts on block schedule with no nights

IRREGULAR SCHEDULE AND REGULAR TRAVEL, OR ON CALL TO A CONFINED RADIUS - 45

- **frequent demands on personal time;**
- **frequently scheduled to be on-call and within a confined radius;**
- **rotating shifts;**
- **block scheduling including nights**

Distinctions from Rating 40:

- frequent demands on personal time (rather than some demands)
- frequently on-call within a confined radius or available on-site (rather than regularly)
- rotating shifts (rather than regular alternating shifts)

EXTENSIVE OVERTIME, FREQUENT TRAVEL AND FREQUENT AND REGULAR DEMANDS ON PERSONAL TIME ----- 50

- frequent unpredictable schedule and shift changes;
- frequent long-term travel several times a year

SES/U

Distinctions from Rating 45:

- frequent unpredictable schedule/shifts (rather than rotating shifts)
- frequent long-term travel.

SES/U

UNIVERSITY OF ST. MICHAEL'S COLLEGE this _____ day of _____,
20____

FOR THE UNION

Signature

Date

Signature

Date

FOR THE UNIVERSITY

Signature

Date

Signature

Date

SES/U

As required by the *Pay Equity Act*, the SES/U has four overall criteria or factors:

1. Skill
2. Effort
3. Responsibility
4. Working Conditions

Each of the sub-factors was assigned a weight.

Each of the above four factors has several “sub-factors”, for a total of 17. Each of the sub-factors was divided into ascending levels with each level assigned points:

Skill:

Previous Education (11%);

Previous Experience (11%);

Interaction Skills (8%);

Movement Skills (6%);

Decision Making (11%);

Responsibility:

Responsibility for Information (9%);

Responsibility for Materials, Equipment and/or Outcomes (9%);

Responsibility for the Safety of Others (3%);

Financial Responsibility (8%);

Responsibility to Manage or Direct Others (8%);

Effort:

Mental Effort (5%);

Physical Effort (4%)

Working Conditions

Temperature, Noise and other Environmental Conditions (1%);

Hazards (2%);

Stress (2%);

Work Interruptions and Distractions (1%);

Social Disruption Required by Work Schedule (1%)

The points for each ascending level within the subfactors were then factored based on their weightings:

Skill:

Previous Education (1.87);

Previous Experience (1.87);

Interaction Skills (1.36);

Movement Skills (1.02);

Decision Making (1.87);

Responsibility:

Responsibility for Information (1.53);

Responsibility for Materials, Equipment and/or Outcomes (1.53);

SES/U

Responsibility for the Safety of Others (0.51);
Financial Responsibility (1.36);
Responsibility to Manage or Direct Others (1.36);

Effort:

Mental Effort (0.85);
Physical Effort (0.68)

Working Conditions

Temperature, Noise and other Environmental Conditions (0.17);
Hazards (0.34);
Stress (0.34);
Work Interruptions and Distractions (0.17);
Social Disruption Required by Work Schedule (0.17)

UNIVERSITY OF ST. MICHAEL'S COLLEGE this _____ day of _____,
_____ 20

FOR THE UNION

Signature

Date

December 7, 2022.

Signature

Date

Dec 17/22

FOR THE UNIVERSITY

Signature

Date

December 12, 2022

Signature

Date

USW / University of St. Michael's College
Joint
JOB EVALUATION QUESTIONNAIRE



UNIVERSITY OF
ST. MICHAEL'S COLLEGE
IN THE UNIVERSITY OF TORONTO

The Job Evaluation Questionnaire is designed to capture information about your position, which is necessary to evaluate your job according to the job evaluation system agreed to by the University and the USW 1998.

Please review and respond to each question answering as appropriate for the position you hold.

PREPARING TO COMPLETE THE QUESTIONNAIRE

1. Please read through the entire questionnaire prior to starting to complete the form.
2. Please review your job description before beginning the questionnaire.
3. This is not a performance appraisal. The Joint Job Evaluation Committee is measuring what you do in your job, not how well you do it.
4. The questionnaire asks you to detail your tasks and responsibilities. In particular, you will be asked to provide examples of decisions you make, interactions with others and activities that require concentration.

A review of your schedule, calendar, appointment book, or Outlook Calendar could suggest useful examples and remind you of the range of activities you engage in.

Many departments in the University have unique yearly cycles. Therefore, it is helpful to review your own yearly calendar. Note peak times and duties that may be characteristic of particular periods.

5. Be as clear and as concise as possible. It is fine to use point form. Examples/explanations do not need to be overly long.

Thank you for taking the time to complete this questionnaire.

If you have any questions please feel free to contact St. Mike's Human Resources or United Steelworkers 1998 Job Evaluation Committee representative:

Suzanne Ramnauth
Human Resources Officer
University of St. Michael's College
in the University of Toronto
OH 131, 50 St Joseph Street
Toronto, Ontario M5S 1J4
416-926-7118, fax 416-926-7120
suzanne.ramnauth@utoronto.ca

USW Job Evaluation Team
Local 1998, USMC Unit
25 Cecil Street, 3rd Floor
Toronto, Ontario M5T 1N1
416-506-9090; fax 416-506-0640
smc.jobevaluation@usw1998.ca

USW/USMC Joint Job Evaluation Questionnaire

A. Name & Address Information

Last Name	First Name	
Department		Employee Number
Job Title		
Work Telephone Number	E-mail Address (if applicable)	

Name of Supervisor	Title of Supervisor
Name and title of anyone else from whom you take functional direction:	

1. Do you feel that the job description for your position accurately reflects your duties and responsibilities?

Yes ☐
No ☐

If not, please explain:

Manager's Response:

Agree ☐
Disagree ☐

If Disagree, Manager's Comments Required:

B. Previous Education

Consider the level of education and/or training currently required in the job even if you personally don't have this level.

1. Check the box that best indicates what you think is the appropriate education level required for the job. Focus on the requirements – and not your personal level of education.

EDUCATION	APPROPRIATE EDUCATION LEVEL ✓
Some high school	
Completion of High School	
1 year community college	
2 year community college	
3 year community college	
Bachelor's degree	
Bachelor's Degree plus post graduate specialization / professional designation/certification	
Masters	
Ph.D. Or Doctorate	
Other	

Provide additional details on areas of specialization, if required, and/or details of trades:

2. Why is this level of education required?

Manager's Response:

Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>

If Disagree, Manager's Comments Required:

C. Previous Experience

How much prior experience is required to perform this job? This is not necessarily the number of years of experience that you brought to the position, but the amount of experience required.

1. Check the box that best indicates the number of years of experience required to assume the responsibilities of the job.

LENGTH OF TIME	EXPERIENCE REQUIRED TO FULLY PERFORM THE FUNCTIONS OF THE ROLE ✓
No previous experience	
Less than 1 year	
Minimum 1 year experience	
Minimum 2 year experience	
Minimum 3 year experience	
Minimum 4 year experience	
Minimum 5 year experience	
Minimum 6 to 7 year experience	
8 or more years of experience	

2. What kind of experience is required and why?

Manager's Response:

Agree ☐

Disagree ☐

If Disagree, Manager's Comments Required:

D. Interaction Skills

Consider the requirement to communicate and interact with other people (for example: in person, by telephone and by email). This includes working co-operatively, coordinating with others, interacting with people of diverse backgrounds and interests both within and beyond the university community, and the ability to work as a member of a team. Consider the frequency and necessity of interaction, as well as the level of difficulty and the skill required.

1. What is the nature of your usual contact with others in your job? The first chart lists the type of contacts, and the second lists the nature of the interaction. Using the charts, please specify the contact and nature of contact. Check all that apply.

TYPE OF CONTACT	CHECK ALL THAT APPLY ✓
Donors/potential donors	
Faculty	
Staff/co-workers	
Students	
Parents/extended family of students	
External Clients	
Sponsors/granting agencies	
Government Representatives	
Alumni	
Vendors/service persons	
Media	
Contractors	
Researchers	
Senior Managers at USMC	
Officials at the University of Toronto	
Others:	

Examples of “Other” types of contacts:

USW/USMC Joint Job Evaluation Questionnaire

2. Select all statements that describe your interactions with others.

	CHECK ALL THAT APPLY ✓	PROVIDE EXAMPLES	INDICATE FREQUENCY WHERE REQUIRED
Works alone with little contact with others			
Receives work instruction – communication is mainly oral			
Exchanging/seeking information			
Provides information and may be first point of contact with public and/or orients new staff/students			
Uses problem solving and persuasion skills to encourage cooperation and agreement			
Fosters positive relationships in the coordination of activities			
Probes for information to establish needs, respond to requests, and/or make referrals			
Works collaboratively and/or as a member of a team			
Responds to complaints (Provide Frequency)			
Resolves complaints of a non-personal nature			
Resolves complaints of a personal nature			
Counsels or advises on academic, career, financial and/or health issues			
Assesses competencies and suitability			
Presents information in training sessions, workshops, conferences, etc. (Provide Frequency)			
Interacts with the media (Provide Frequency)			
Uses informal and/or formal negotiation skills (Provide Frequency)			

USW/USMC Joint Job Evaluation Questionnaire

	CHECK ALL THAT APPLY ✓	PROVIDE EXAMPLES	INDICATE FREQUENCY WHERE REQUIRED
Fosters ongoing relationships with people external to the University whose cooperation is important to the University (e.g., vendors, donors government officials, etc.)			
Responds to crisis situations that are highly emotional or volatile. (e.g., crisis counseling, critical incident intervention.)			
Other:			

Manager's Response:

Agree ☐

Disagree ☐

If Disagree, Manager's Comments Required:

E. Movement Skills

Consider the degree of dexterity, muscular coordination and precision required to perform the job and also whether the element of speed is a primary or secondary consideration.

1. Check all applicable statements and indicate if speed and/or precision are required.

	CHECK IF APPLICABLE ✓	SPEED REQUIRED ✓	PRECISION REQUIRED ✓
Stuffing envelopes			
Shelving books			
Cleaning			
Packing or stacking boxes			
Food preparation			
Dishwashing			
Using a cash register			
Sewing			
AV setup			
Washing floors			
Using a lawn mower, vacuum or floor polisher			
Pulling levers to operate a press			
Driving			
Use of computer to manipulate or retrieve data			
Use of keypad/wand/keyboard to enter data into fixed fields or to access information (e.g. Email, notes, web-browsing)			
Full keyboard use such as for processing a variety of documents or data input where corrections are permitted after the fact			
Precise keyboard/keypad use where possibility for correction is minimal (e.g. production-oriented document production or data entry)			
Assembling and disassembling computer hardware			
Equipment repair/maintenance			
Welding/soldering			
Accurate mixing of chemicals			
Manual calibration of equipment			
Precise placement of graphic, photographic or cartographic objects at the pixel level			
assembling of circuit boards			
Using precision tools			
Other:			

Manager's Response:

Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>

If Disagree, Manager's Comments Required:

F. Decision Making

Consider the kind of decision-making required by the position and the independence and judgment required to make decisions. Consider also the need to facilitate the effective and equitable application of university policy through decision-making.

1. Describe decisions you would make independently:

2. Give examples of decisions that you would refer or have referred to your supervisor:

3. Do you make decisions in response to events?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If yes, please provide examples and how frequently these occur.

USW/USMC Joint Job Evaluation Questionnaire

4. a) How do you make decisions? Please check all statements that apply and provide examples where required.

	CHECK ALL THAT APPLY ✓	PROVIDE EXAMPLES WHERE REQUIRED
Following rules and procedural instructions		
Selecting from established solutions		
Introducing variations to established practices and procedures		
Applying and interpreting rules, guidelines and procedures		
Applying and interpreting policy (Provide Example)		
Applying and interpreting broad policies and guidelines (Provide Example)		
Decision making in the absence of formal policy (Provide Example)		

4. b) What independent planning decisions do you make? Check all that apply and provide examples where required.

	CHECK ALL THAT APPLY ✓	PROVIDE EXAMPLES WHERE REQUIRED
Prioritizing your own workflow		
Organizing conferences/events (Provide Example)		
Planning workflow for a group (Provide Example)		
Planning components of a program or project (Provide Example)		
Planning and/or developing program or project independently (Provide Example)		
Other: (Provide Example)		

Manager's Response:

Agree

☐

Disagree

If Disagree, Manager's Comments Required:

G. Responsibility for Information

Consider the responsibility for collecting and passing on information, written or oral, to others, including higher levels of authority, other departments, faculties, colleges, divisions, students and members of the public. Consider the complexity, sensitivity and significance of information.

1. WHAT KINDS OF INFORMATION, WRITTEN OR ORAL, ARE YOU RESPONSIBLE FOR?	CHECK ALL THAT APPLY ✓	WHAT DO YOU DO WITH THIS INFORMATION? (EX ANALYZE, ARCHIVE, CALCULATE, DRAFT, EDIT, FILE, FORMAT, MONITOR, PROVIDE OR DISTRIBUTE, ORIGINAL DESCRIPTIVE CATALOGUING)	EXAMPLES
Alumni/donor records/reports			
Case files			
Correspondence			
Course and/or training materials			
Departmental records			
Design schematics			
Educational materials			
Enrolment data			
Marketing/promotional materials			
Financial data			
Forecasts, planning data			
Grant applications/information			
Health records			
Images			
Intellectual property documents			
Inventory of collection/stores			
Legal agreements/contracts			
User accounts			
Personnel records			

USW/USMC Joint Job Evaluation Questionnaire

1. WHAT KINDS OF INFORMATION, WRITTEN OR ORAL, ARE YOU RESPONSIBLE FOR?	CHECK ALL THAT APPLY ✓	WHAT DO YOU DO WITH THIS INFORMATION? (EX ANALYZE, ARCHIVE, CALCULATE, DRAFT, EDIT, FILE, FORMAT, MONITOR, PROVIDE OR DISTRIBUTE, ORIGINAL DESCRIPTIVE CATALOGUING)	EXAMPLES
Policies and procedures			
Presentations			
Publications			
Research results			
Schedules and/or calendars			
Statistics			
Student records			
Newsletters			
Other:			

2. Do you deal with sensitive/confidential information? (Example: health records, personnel records, student records)

Yes ☐
No ☐

If yes, describe the type of information and what you do with it.

3. Do you deal with technical information?

Yes ☐
No ☐

If yes, describe the type of information and what you do with it.

4. Do you deal with complex information?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If yes, describe the type of complex information and what you do with it.

5. Do you contribute to information that is published? (Example newsletters, research papers)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If yes, describe the information and the extent of your contribution.

Manager's Response:

Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>

If Disagree, Manager's Comments Required:

H. Responsibility for Outcomes, Materials and Equipment

Consider the responsibility for materials, equipment, allocation of resources (e.g. equipment, books, buildings, supplies, inventory) and/or outcomes/consequence of error in your position. Consider the cost and/or impact if an error is made, including the impact on the effective operation of teaching and research facilities; the efficiency and effectiveness of administrative, technical or mechanical functions/processes supporting the goals and objectives of the University; the conduct of projects and research programs .

1. Describe the outcome/consequence of error in your position:

2. Where would the impact of error in your position be felt? Select the most appropriate.

Work unit	
Within your department	
Major project/research program	
University of St. Michael's College	
University of Toronto	

3. Explain the short and/or long term impact of an error:

4. Describe your responsibilities for resources in your Department with respect to the following. Check ☐ all that apply and provide details.

ARE YOU RESPONSIBLE FOR THE FOLLOWING?	CHECK ALL THAT APPLY ✓	LIST THE MATERIALS/EQUIPMENT/RESOURCES YOU ARE RESPONSIBLE FOR
Use		
Allocation		
Acquisition/Replacement		
Maintenance/Repairs		
Other:		

Manager's Response:

Agree ☐
Disagree ☐

If Disagree, Manager's Comments Required:

I. Responsibility for the Safety of Others

Consider the degree of care required by the job to prevent injury or harm to co-workers, students, colleagues, clients, including the physical and the emotional safety of others.

1. List the activities in your job related to the health and safety of others.

2. Are you responsible for the emotional well-being of others?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If yes, give an example.

3. Place check next to the box that best indicates your responsibility for the safety of others:

Little or no care required	<input type="checkbox"/>
Some care required	<input type="checkbox"/>
Significant care required	<input type="checkbox"/>
Extreme care required	<input type="checkbox"/>

Manager's Response:

Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>

If Disagree, Manager's Comments Required:

J. Financial Responsibility

Consider the requirement to deal with money either handling it, or in terms of responsibility for budgets or decision making about spending.

1. Explain financial responsibilities in your job. Check all that apply.

Check box if you have no financial responsibilities.

☐

FINANCIAL RESPONSIBILITY	CHECK ALL THAT APPLY ✓	DESCRIBE YOUR FINANCIAL RESPONSIBILITIES FOR ITEMS YOU HAVE CHECKED (EX RECORDING, INPUTTING, MONITORING, FORECASTING, APPROVING)
Cash/credit card transactions		
Petty cash		
Cheques		
Invoices and/or receipts		
Purchase requisitions and/or purchase orders		
Minor purchase(s) (under \$5,000)		
Request for quotation (RFQ), tenders and/or rfps		
Major purchase(s), (over \$5,000)		
Standard financial reports (e.g. Great plains)		
Complex financial reports (e.g. Financial statements)		
Payroll		
Financial aid		
Donations		
Grants		
Accounts payable		
Accounts receivable		
Budgets		
Accounts (e.g., supplies or equipment budgets, grants, student bursaries, etc.)		
Other (please specify):		

USW/USMC Joint Job Evaluation Questionnaire

2. If you have indicated above that you have financial responsibility for accounts or funds (e.g., supplies or equipment budgets, grants, student bursaries, etc.), what is the approximate total dollar value?

\$ _____

3. If you indicated above that you have budget responsibilities. Please check 1 box that best describes your highest level of responsibility:

CHECK ONE ONLY	BUDGET RESPONSIBILITY	TOTAL APPROX \$ VALUE OF BUDGET(S)
<input type="checkbox"/>	This position monitors budget and makes expenditures within planned levels.	
<input type="checkbox"/>	This position maintains a project, program or conference level budget. Monitors program budget for accuracy and completeness; some responsibility for planning expenditures and budgets.	
<input type="checkbox"/>	This position maintains the department operating budget. Monitors department budget for accuracy and completeness; some responsibility for planning expenditures and budgets.	
<input type="checkbox"/>	This position maintains complex budgets. Responsible for transferring funds and expenditures within context of an overall plan; makes recommendations about budget allocations, forecasting and planning; budgets with multiple sources of revenue and/or recoveries.	
<input type="checkbox"/>	This position has significant financial responsibilities including financial management of a department, including budget-setting; independent decisions about spending limited by rules and reporting required by the university and external funding providers.	
<input type="checkbox"/>	This position has significant financial responsibility for a college/department; independent decisions about spending; and/or financial management of the budgets of complex inter- institutional partnerships; oversight of financial management, analysis and forecasting beyond the departmental level.	

Manager's Response:

Agree ☐
Disagree ☐

If Disagree, Manager's Comments Required:

K. Responsibility to Manage or Direct Others

Consider the extent of management responsibilities required by the job. Consider the guidance, direction and/or reporting or review of performance required by the position. Consider the responsibility for managing or directing staff. Consider the responsibility for managing, or directing staff of diverse backgrounds and experience.

You do not need to consider yourself a supervisor or manager in order to complete this question.

1. What responsibility do you have to manage or direct others?

CHECK ALL THAT APPLY AND SELECT AND INDICATE ADDITIONAL DETAILS AS REQUIRED.

Provide little or no direction to others					
Plan, assign, check or schedule work of others		Casuals		How Many?	Explain
		Appointed			
		Work Study			
		Volunteers			
		Other:			
Provide orientation for new students/employees		Casuals		How Many?	Explain
		Appointed			
		Work Study			
		Volunteers			
		Other:			
Provide technical instruction to other staff		Explain			
Serve as a resource to others		Explain			
Co-ordinate staff activities		Casuals		How Many?	Explain
		Appointed			
		Work Study			
		Volunteers			
		Other:			

USW/USMC Joint Job Evaluation Questionnaire

CHECK ALL THAT APPLY AND SELECT AND INDICATE ADDITIONAL DETAILS AS REQUIRED.

Monitor or supervise others		Casuals		How Many?	Example
		Appointed			
		Work Study			
		Volunteers			
		Other:			
Provide feedback on work performance		Casuals		How Many?	Example
		Appointed			
		Work Study			
		Volunteers			
		Other:			
Provide input into performance review		Casuals		How Many?	Example
		Appointed			
		Work Study			
		Volunteers			
		Other:			
Other:		Explain			

Manager's Response:

Agree ☐

Disagree ☐

If Disagree, Manager's Comments Required:

L. Mental Effort

This measures the cumulative duration and intensity of mental and sensory demands required to perform the job. Some examples of mental effort that require concentration and can cause fatigue are: thinking, active and passive listening, analyzing, interpreting, translating, writing, and observing. Sensory demands are activities that use one or more of the five senses in the course of performing the job.

CHECK ALL THAT APPLY ✓	CHECK THOSE STATEMENTS THAT DESCRIBE THE ACTIVITIES IN YOUR JOB THAT REQUIRE MENTAL EFFORT AND INCLUDE EXAMPLES. FOR ANY STATEMENTS YOU HAVE INDICATED ALSO CHECK THE APPROPRIATE LEVEL OF FREQUENCY AND DURATION.	EXAMPLE	FREQUENCY OF EFFORT	DURATION OF EFFORT
	Analyzing and assessing situations, including crises			
	Analyzing and/or forecasting in relation to decisions			
	Analyzing or authenticating documents or programs			
	Budget forecasting			
	Calculating using high level math including calculus, specialized methods and formulae or complex statistical methods			
	Calculating using simple mathematical and/or common statistical methods.			
	Calibrating equipment, apparatuses etc.			
	Completing forms			
	Computer programming/software development			
	Conducting independent, advanced research			
	Creating art work or graphic design and layout			
	Critically listen to and/or read complex information			
	Demonstrating procedures to individuals/a group			
	Editing and/or proofreading			
	Entering data			
	Fabricating equipment, apparatus, sets, costumes, etc.			

USW/USMC Joint Job Evaluation Questionnaire

CHECK ALL THAT APPLY ✓	CHECK THOSE STATEMENTS THAT DESCRIBE THE ACTIVITIES IN YOUR JOB THAT REQUIRE MENTAL EFFORT AND INCLUDE EXAMPLES. FOR ANY STATEMENTS YOU HAVE INDICATED ALSO CHECK THE APPROPRIATE LEVEL OF FREQUENCY AND DURATION.	EXAMPLE	FREQUENCY OF EFFORT	DURATION OF EFFORT
	Formulating, planning or managing a program and/or project			
	Giving presentations and/or facilitating workshops etc.			
	Preparing policy			
	Preparing reports			
	Providing Information			
	Reading straightforward Information (e.g. Procedures, instruction, protocols, policy)			
	Taking minutes			
	Transcribing			
	Translating (foreign language, American sign language)			
	Writing original material			
	Food preparation			
	Fine electrical/mechanical work			
	Driving			
	Other work involving five senses (smell, touch, taste, listening, visual checking)			

2. Are there any other aspects of mental effort in your job that are not described above? If so, briefly describe.

Manager's Response:

Agree ☐
Disagree ☐

If Disagree, Manager's Comments Required:

M. Physical Effort

This factor measures the level of physical effort that is inherent in the performance of the required duties of a position. In addition to measuring the amount of energy deployed to move objects of a certain weight, it is also intended to measure the amount of energy used to maintain different working postures, visual and/or auditory intense activities and/or repetitive movements. This factor has been developed to recognize physical effort both for the female predominant jobs as well as the male predominant jobs.

1. This factor measures the level of physical effort required in the job. Please check the frequency and duration of the activities you perform.

EXAMPLE OF PHYSICAL EFFORT	FREQUENCY OF EFFORT REQUIRED		DURATION OF EFFORT REQUIRED		
	2-3 TIMES A WEEK MOST WEEKS	EVERY DAY MOST WEEKS	1-2 HOURS A DAY	2 -4 HOURS A DAY	MORE THAN 4 HOURS A DAY
Required to work in a seated position					
Required to work in a standing position					
Required to walk					
Bending/crouching/kneeling or similar positions					
Working on ladders, stools or scaffolds					
Performing repetitive movements (keyboarding, sorting, pushing, cutting, pressing, sawing, mopping, chopping, vacuuming, cleaning, etc.) Provide examples in question 2.					
Scrutinizing, distinguishing (to make fine or subtle differentiation) or isolating by eye or ear. Reconciling, tracking expenses, monitoring, editing, tuning instruments, diagnosing etc. Provide examples in question 2.					
Lifting, carrying, pushing, pulling or holding weights 3 to 10 kg, or expending equivalent effort.					
Lifting, carrying, pushing, pulling or holding weights between 10 kg and up to 25 kg, or expending equivalent effort.					
Lifting, carrying, pushing, pulling or holding weights more 25 kg, or expending equivalent effort.					
Other examples:					

2. Describe the repetitive motion tasks in your job or provide details of other aspects of physical activities:

Manager's Response:

Agree ☐
Disagree ☐

If Disagree, Manager's Comments Required:

N. Temperature, Noise and Other Environmental Conditions

Consider the conditions under which the work is performed and the average exposure to disagreeable elements such as weather, changes or extremes of temperature, fumes, dirt or waste products, blood, loud noise and poor lighting or glare.

1. Check the items appropriate to your work space and indicate frequency of exposure:

EXPOSURE TO:	CHECK ALL THAT APPLY ✓	OCCASIONAL (LESS THAN 10% OF THE TIME ON AN ANNUAL BASIS)	REGULAR (MORE THAN 10% AND LESS THAN 25% OF THE TIME ON AN ANNUAL BASIS)	FREQUENT (MORE THAN 25% AND LESS THAN 60% OF THE TIME ON AN ANNUAL BASIS)	SUSTAINED (MORE THAN 60% OF THE TIME ON AN ANNUAL BASIS)
Uncomfortable changing or extreme temperatures					
Odours					
Fumes					
Noise					
Dirt					
Weather					
Blood					
Waste products					
Other:					

Manager's Response:

Agree ☐

Disagree ☐

If Disagree, Manager's Comments Required:

O. Hazards

Consider the extent to which the job requires exposure to short or long term health or accident risks.

1. Identify all of the applicable risks or exposure to injury or illness, including overuse injuries, from this job. Check all that apply.

If you select "repetitive motion", please also check the appropriate frequency of exposure.

	Repetitive motion (if selected, check also frequency of exposure)	1 - 2 hrs/day		2 - 4 hrs/day		more than 4 hrs/day	
	Vibration						
	Electric shock						
	Chemicals, solvents, glues						
	Climbing ladders						
	Burns						
	Cuts and abrasions						
	Animal or insect bites						
	Radiation						
	Moving equipment parts						
	Asbestos						
	Bio-hazardous agents, e.g. Blood, vomit, virus, bacteria						
	Risk of physical attacks by others						
	Other:						

2. What precautions are you required to take because of these risks and why?

Manager's Response:

Agree ☐

Disagree ☐

If Disagree, Manager's Comments Required:

USW/USMC Joint Job Evaluation Questionnaire

P. Stress

Consider the following elements listed below.

1. Check the frequency for all elements that apply to you.

STRESSFUL ELEMENTS	OCCASIONAL (LESS THAN 10% OF THE TIME ON AN ANNUAL BASIS)	REGULAR (MORE THAN 10 % & LESS THAN 25 % ON AN ANNUAL BASIS)	FREQUENT (MORE THAN 25% & LESS THAN 60% ON AN ANNUAL BASIS)	CONTINUOUS (MORE THAN 60% OF THE TIME ON AN ANNUAL BASIS)
Emotionally charged situations requiring listening, assistance, support				
Difficult situations that involve conflictive interactions				
Situations which involve contact with people with un-resolvable problems where the incumbent cannot change the outcome (e.g., socio-economic problems, terminal or serious illness; ongoing waiting list or backlog)				
Isolated work spaces				
Unchanging and repetitive work				
Competing and/or simultaneous deadlines				
Unpredictable or urgent assignments				
Multiple reporting relationships				
Constant exposure to public/clients (working in a fishbowl)				
Exposure to upset and anxious clients				
High performance-based expectations (e.g., marketing targets, sales)				
Make or break performance targets				
Exposure to verbal abuse				
Exposure to hostile or violent interactions				
Exposure to threats against incumbent's personal safety				
Time sensitive crisis that must be resolved				
Frequent human monitoring or machine pacing work				
Ongoing high pace of work requiring accelerated work pace				
Other:				

2. Are there peak periods in this job?

Yes ☐
No ☐

If yes, provide details:

Manager's Response:

Agree ☐
Disagree ☐

If Disagree, Manager's Comments Required:

Q. Work Interruptions & Distractions

Consider the number and kind of interruptions to the work process and distractions in the work area including noise from people in your work area. Place a check mark ✓ next to appropriate answer.

1a. Check the term that best describes your work area(s):

Private office	
Shared office	
Cubicle	
Open area	
Reception or counter	
Library	
Kitchen	
Cafeteria	
Workshop	
Residences	
Outdoors	
Mechanical/electrical rooms	
Other:	

1b. Check the term that best describes your work area:

Quiet environment	
Moderately quiet environment	
Noisy environment	

2. Check how frequently is your work interrupted (select the most appropriate)?

Never	
Occasionally (less than 10% of the time on annual basis)	
Regularly (more than 10% and less than 25% of the time on an annual basis)	
Frequently (more than 25% and less than 60% of the time on an annual basis)	
Constantly (more than 60% of the time on an annual basis)	

3a. Describe the daily interruptions and distractions in your work (Check the most appropriate):

Interruptions and distractions are predictable	
Interruptions and distractions are unpredictable	

USW/USMC Joint Job Evaluation Questionnaire

b. Describe the impact of the daily interruptions and distractions on your work (Check the most appropriate):

Interruptions and distractions have a limited effect on work processes and ability to meet deadlines	
Interruptions and distractions have a moderate effect on work processes and deadlines	
Interruptions and distractions have a serious effect on work processes and deadlines	
Interruptions and distractions have a very serious effect on work processes and deadlines	

c. Please provide an example of the typical interruptions/distractions you experience in your job:

Manager's Response:

Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>

If Disagree, Manager's Comments Required:

R. Social Disruption Required By Work Schedule

Consider the amount of social disruption in your job as a result of irregularities in the work schedule. Select those statements that apply and state frequency where indicated. When indicating frequency, enter the number of times and then indicate with a ✓ whether this is weekly, monthly, or yearly.

CHECK ✓	1. WHAT IS YOUR WORK SCHEDULE? (PLEASE SELECT ONE)			
	Regular daytime, Monday to Friday			
	Alternating days, evenings and weekends			
	Regular weekend schedule or regular evening work			
	Regular night shifts			
	Regular alternating shift including nights			
	Rotating shifts with block scheduling, no nights			
	Rotating shifts with block scheduling, including nights			
	Unpredictable schedule and shift changes			
	Other:			
CHECK ✓	2. OVERTIME IF YOU WORK OVERTIME, PLEASE CHECK ALL THAT APPLY:	FREQUENCY (ENTER VALUE PER TIME PERIOD)		
	Weekdays	Weekly:	Monthly:	Yearly:
	Weekends	Weekly:	Monthly:	Yearly:
	Other:	Weekly:	Monthly:	Yearly:
CHECK ✓	3. ON-CALL IF YOU WORK ON-CALL, PLEASE CHECK ALL THAT APPLY:	FREQUENCY (ENTER VALUE PER TIME PERIOD)		
	On-call - available by phone or computer	Weekly:	Monthly:	Yearly:
	On-call - available on site	Weekly:	Monthly:	Yearly:
	On-call - available within a confined radius	Weekly:	Monthly:	Yearly:
	On-call - available onsite, or within a confined radius	Weekly:	Monthly:	Yearly:
	On-call - available within a confined radius	Weekly:	Monthly:	Yearly:
	Other:	Weekly:	Monthly:	Yearly:

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CHECK ✓	4. TRAVEL IF YOU ARE REQUIRED TO TRAVEL FOR WORK, PLEASE CHECK ALL THAT APPLY:	FREQUENCY (ENTER VALUE PER TIME PERIOD)		
	Travel	Weekly:	Monthly:	Yearly:
	Overnight travel	Weekly:	Monthly:	Yearly:
	Other:	Weekly:	Monthly:	Yearly:

Manager's Response:

Agree ☐

Disagree ☐

If Disagree, Manager's Comments Required:

S. Employee Additional Information:

Please use this section to provide any additional information that you feel will be helpful in describing your position.

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

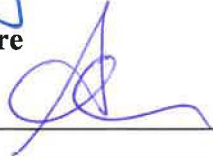
USW/USMC Joint Job Evaluation Questionnaire

UNIVERSITY OF ST. MICHAEL'S COLLEGE this _____ day of _____, 20____

FOR THE UNION



Signature



Signature

December 7, 2022.

Date

Dec / 7 / 22

Date

FOR THE UNIVERSITY



Signature

Signature

December 12, 2022

Date

Date

ST. MICHAEL'S COLLEGE PAY EQUITY
MoS APPENDIX 4

2018 Job Class	2018 Gender	Job Number
Advancement Manager, Annual Campaigns	M	8
Associate Registrar (Miranda)	F	17
Associate Registrar (Morteza)	M	18
Electrician	M	25
Editor	M	25
HVAC Mechanic	M	32
Assistant Dean - Residence Life	F	12
Advancement Associate, Stewardship	F	7
Accountant II	F	2
Carpenter	M	21
Assistant Registrar, Admissions & Financial Aid	F	14
Student Services Officer	M	48
Assistant Registrar, Advising and Recruitment	F	15
Assistant Registrar, Academic Advising	F	13
Advancement Officer, Prospect Management	F	10
Procurement & Budget Coordinator	F	42
Webmaster/Manager, Graphic Design	F	49
Advancement Officer, Alumni Engagement	F	9
Advancement Officer, Special Projects	M	11
Campus Minister	F	20
Administrative Assistant - Sheptytsky	F	5
Program Coordinator	F	43
Administrative Assistant II - Principal's Office	F	6
Office Support	M	39
Physical Plant Coordinator	F	40
Content Specialist	M	23
Cataloguing Technician	F	22
InfoExpress Liaison	F	33
Residence Life Coordinator	F	45
Acquisitions Technician	F	4
Student Life Coordinator	M	47
PIMS Library Technician	M	41
Special Collections Library Technician	F	46
Library Technician C	F	37
Mailroom Coordinator	M	38
Accounts Payable Clerk	M	3
AV Technician	M	19
Registrarial Clerk	M	44
Accountant I	F	1
Groundskeeper	M	29
Library Technician #40	F	34
Library Technician B	F	36
Library Technician A	F	35
Associate Editor	F	16
General Support - Janitor	M	28
Housekeeper (Lead)	F	31
Evening Janitorial	M	27
Day Janitorial	M	24
Housekeeper	F	30

UNIVERSITY OF ST. MICHAEL'S COLLEGE this ____ day of _____, 20____

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Signature

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Date Dec/7/22

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Date December 12, 2022

Date


UNIVERSITY OF ST. MICHAEL'S COLLEGE PAY EQUITY
2018 JOB PROFILE

Pay Equity Job Profile	
InfoExpress Liaison	Job Number
	33
	Total Points
	508
Rationale	Level
Previous Education	
Bachelor's degree <ul style="list-style-type: none"> • Bachelor's degree required • Library Technician diploma preferred 	35
Previous Experience	
Minimum three years' experience. <ul style="list-style-type: none"> • Three years of prior experience with a specialized service in an academic library for faculty and graduate students (e.g Syllabus Service, InfoExpress) • Experience with information and research seeking skills 	30
Interaction Skills	
Large number of contacts. Interacts with employees and/or students/clients encompassing diversity of background. Often uses informal negotiation skills to secure co-operation from a wide range of people who may be upset or vulnerable. Frequently responds to complaints. Interactions regularly take place in a public forum. <ul style="list-style-type: none"> • Regularly providing information on services to the public and staff • Regular cooperation with colleagues across various departments • Assist faculty members in avoiding copyright violations • Coordinate research and teaching material needs of faculty and graduate students • Handle minor complaints from staff and students over the course of the week • Correct library accounts and submit work orders for building issues as needed • Supervise and teach students enrolled in work study program • "Respond to complaints about temperature, noise level, library fines, patron behaviour, etc." • "Develops relationships with Friends of the Library, U of T staff [Scholarly Comm & Copyright Office] and faculty regarding library services" 	35
Movement Skills	
High level of muscular coordination and/or manual dexterity where precision is essential. Full keyboard use such as for processing a variety of documents or data input where corrections are permitted after the fact. Use of keypad/wand/keyboard to enter data into fixed fields or to access information (e.g. email, notes, web-browsing). No requirement for speed. <ul style="list-style-type: none"> • Shelving books • Packing or stacking boxes • Using a cash register • AV setup • Use of computer to manipulate or retrieve data • Ex: "Part of the responsibilities of Access and Information is to troubleshooting patron equipment, such as the public computers, to determine why they are not working. This includes disconnecting computer hardware and reconnecting." 	30

UNIVERSITY OF ST. MICHAEL'S COLLEGE

this _____ day of _____, 20____

FOR THE UNION

Signature 

Date December 7, 2022.

Signature 

Date Dec/7/22

FOR THE UNIVERSITY

Signature 

December 12, 2022
Date

Signature _____

Date _____