

JOB EVALUATION EDUCATION DOCUMENT

The unionized regional colleges through a joint union/management committee developed the Job Evaluation (Class) Plan. The intent of this plan is to ensure equity among the non-instructional in-scope positions.

Equity is defined as equal pay for work of equal value.

Job requirements are assessed according to a common set of criteria to determine their relative worth in the organization, which results in the classification of the position.

Jobs which are deemed to be of equal or comparable value will be paid the same rates of pay regardless of job title or gender. Every college position is rated using the criteria outlined.

Criteria	Factors
▪ Skills	▪ Education ▪ Experience
▪ Working Conditions	▪ Travel ▪ Control of Distractions
▪ Responsibility	▪ Contacts ▪ Scope of Decision Making ▪ Impact of Decision Making ▪ Supervision
▪ Effort	▪ Mental Effort ▪ Sensory Effort ▪ Physical Activity ▪ Fine Motor Movements

The provincial maintenance committee is responsible for maintaining the integrity and consistency of the Job Evaluation process. The committee evaluates both new and existing jobs, hears appeals, and provides education.

If you have questions regarding the Job Evaluation contact your local college representative listed below, review the policy or refer to the relevant articles in the Collective Bargaining Agreement.:

THE TWELVE JOB EVALUATION FACTORS

Every non-instructional college position is rated using the twelve factors outlined below. These twelve factors are expanded upon in the Job Evaluation Policy.

1) **Contacts**

- Measures the degree of responsibility to communicate both internally and externally to promote and maintain existing and new relationships.

2) **Scope of Decision Making**

- Measures the scope of decisions made in performing the duties of the position and refers to the nature and variety of decisions made.

3) **Impact of Decision Making**

- Impact considers the position's influence on the rate of client/customer group(s) and the operation of the college as a whole.
- The key here is **majority of decisions**.
- The broader the influence the higher the impact and the consequence of error.

4) **Supervision**

- The requirement to direct or control other employees work or manage contract workers.
- Considers functional and direct supervision.
- The number of employees supervised is measured in FTE's.

5) **Mental Effort**

- Measures the degree of mental effort in terms of concentration, focus, thinking, cognitive thought processes required by the tasks performed in the job.

6) **Sensory Effort**

- Measures the degree of sensory effort in terms of visual or aural concentration required to perform the tasks in the job.

7) **Physical Activity**

- Measures the frequency of physical activity required to do the job.

8) **Fine Motor Movements**

- Measures the frequency of the time expended on fine motor movements (small muscle groups).

9) Travel

- Measures the percentage of time spent traveling in order to fulfill the duties of the position.

10) Control of Distractions

- Measures the ability to control exposure to distractions/interruptions.

11) Education

- The amount of minimum relevant knowledge or formal training essential to perform the job.

12) Experience

- The amount of practical experience required to perform the duties of the job.