

HR / ACADEMIC PROCEDURE

Procedure # HRF-001: COORDINATORS – PROGRAM and DISCIPLINE/SUBJECT	
Issue Date: April 20, 2017	Revision: 2
Review By: April 20, 2020	Responsibility: VP Academic, HR Academic Labour Lead

1.0 Purpose

The purpose of this procedure is to document the principles, compensation, reporting requirements and baseline duties regarding Program Coordinators and Subject/Discipline Coordinators.

2.0 Scope

This procedure applies to all Program Coordinators and Subject/Discipline Coordinators excluding those assigned to programs/courses falling under the Haliburton Campus HR/Academic Procedure (refer to HSTA Coordinators procedure).

3.0 Principles

Coordinator positions are open to faculty with a teaching load (or other teaching responsibilities in the case of full-time faculty) in any school during the academic year. The following principles will apply:

- The Chair(s) in consultation with the Dean(s) has responsibility for determining the required number of Coordinators in accordance with the parameters outlined in this procedure. **Note:** Typically each discrete program or subject/discipline will have a Coordinator role; however, similar programs or programs with substantial curriculum overlap may be clustered and assigned to one Coordinatorship.
- Coordinator positions will be posted, typically prior to the end of March. Short-term temporary replacement Coordinator positions (e.g. summer replacement) may but do not need to be posted.
- Qualified full-time bargaining unit members will receive first consideration for posted Coordinator positions, followed by qualified employees who have been partial load within four months prior to the posting.
- Postings will reference either Subject/Discipline or Program Coordinator and the Baseline Duties as outlined in section 6.0.
- The coordinator term for full-time faculty shall be three years.
- For positions filled by contract faculty, the position must be reposted after one year.

- The Collective Agreement defines Coordinators as teachers who in addition to their teaching responsibilities are required to provide academic leadership in the coordination of courses and/or programs (Article 14.03 A3). If a contract faculty Coordinator no longer has a teaching load during a semester where courses in the program are running, the Chair will seek agreement from the Union if the incumbent is needed to continue in the role.
- If one person applies and is the successful candidate for more than one Coordinator position, s/he will receive the appropriate release time and a one-step stipend (or two-step stipend if applicable per sections 4.3 and 4.4) for each posted position.
- The role does not bring preferential treatment for future hiring - either part-time/partial-load/sessional or full-time.

4.0 Coordinator Compensation

4.1 Standard Release Time

4.1.1 Baseline Hours:

Program Coordinator:

# of Full-time and Part-time Students	Complementary Release Time
Up to 100	7 hours
101 to 175	9 hours
176 to 250	11 hours
251 to 325	13 hours
326 - 450	15 hours

Discipline/Subject Coordinator:

Sections		Courses		Faculty	
Number of Sections	Complementary Release Time	Number of Courses	Complementary Release Hours	Number of Faculty	Complementary Release Hours
10-20	2	1-5	1	1-5	1
21-30	2	6-10	2	6-10	1
31-40	3	11-15	2	11-15	1
41-50	3	16-20	3	16-20	1
51-60	4	21-30	3	21-30	2
61-70	4	31-40	3	31-40	2
71-80	4	41-50	3	41-50	2

Note: If the minimum 4 hours of release time for Discipline/Subject Coordinator does not result in the removal of one section from the faculty workload, one additional hour of complementary release time will be applied.

4.1.2 Summer or Semesters With No Students: The Chairs have responsibility for determining whether a Coordinator is required during the summer months or in semesters where there are no students present. In cases where a Coordinator is required in semesters where there are no students present, the Program Coordinators will receive 4 hours as the baseline release whereas Discipline/Subject Coordinators will receive 2 hours as the baseline release. The Standard release time, as outlined in 4.1.1, will apply for Coordinators having students during the summer semester.

4.1.3 Stipend: All Coordinators receive a minimum one-step stipend, per Article 14.03 A. Full-time Coordinators may convert the stipend annually to 3 hours release time, with Chair approval, which will not be unreasonably denied. A two-step stipend, which must be approved by the VPA prior to posting, may be granted in exceptional circumstances. (See sections 4.3 and 4.4.)

If the Coordinator role is reassigned to another faculty member for the full summer vacation period, s/he will receive a pro-rated stipend.

4.1.4 Contract coordinators: Contract Coordinators will be paid at a partial load complementary (i.e. non-teaching) rate, regardless of teaching assignment.

4.2 Additional Duties and Compensation

Additional non-teaching duties may be assigned to the Coordinator or another faculty member (or to the appropriate employee group). Such duties, which are considered beyond the baseline duties of all Coordinators and will receive additional compensation as determined by the Chair unless otherwise specified below, may include but are not limited to:

- New program start-up - 4 hours release in addition to the standard release time (per section 4.1) will be given for all new program start-ups with consideration given to:
 - Start-up costs; offsite delivery; length of program; marketing; capital; unique, brand new program, not offered elsewhere
 - The additional release hours will be given for the duration of the first complete cycle of the program
- Extraordinary demands on the Coordinator due to the particular dynamics of the program or student population (e.g. large number of international students, large number of student progressions, complex operational logistics, unusual/unforeseen challenges during program decline, extreme growth or change, etc.)

- Program review during the regular 5-year cycle

4.3 Two-Step Compensation for Exceptional Complexity Factors

Coordinators whose programs have exceptional complexity factors may be granted a second step stipend on the authority of the Dean/Chair, with the approval of the VPA. Before a two-step Coordinator position is posted, the Dean/Chair must complete a Coordinator Two Step Compensation Request Form (available from the Academic section of the HR website), including rationale and submit it to the VPA for approval who will forward it to the HR Consultant. Rationale will be reassessed each time the position is reposted.

Coordinators meeting one or more of the criteria below will receive one second-step stipend. The second stipend cannot be converted to release time.

Criteria	Description
Non-College locations requires ongoing planning and management of curriculum delivery by the Coordinator	Operational logistics Equipment transfer Liaison with non-College personnel including facilities and their operating protocols to deliver the curriculum
Oversight and coordination of the operation of a business venture	Program delivery includes establishing and running business enterprises that serve as applied learning opportunities.
Program is dependent on revenue-generation and/or alternate funding sources for equipment and infrastructure	Program viability is dependent on acquiring funds and capital to operate the program; typical capital intensive programs If these resources are not available the program would be unable to operate
External certification and/or accreditation requires significant administrative work and networking with external partners	External partnership responsibility relates to external authorities or over-sight bodies with which the program must comply or work

4.4 Bundling of Programs for Financial Reasons

In instances where programs have small student numbers and/or where financial circumstances warrant it, Chairs may choose to bundle multiple programs under one coordinatorship. Prior to posting the position it will be decided whether:

- a) the Coordinator will receive one block of release time based on the standard release hours (per section 4.1) reflecting the total number of students in the programs PLUS the one-step stipend required per Article 14.03 A; OR

- b) the Coordinator will not receive additional release hours beyond the baseline but will receive a second-step stipend as compensation in lieu of additional release hours.

If a second-step stipend is chosen, then documented rationale will be provided to the VPA for approval prior to posting, per section 4.3.

5.0 Reporting Requirements

The College will provide a report to AUCC in October of each year of the current Coordinator assignments.

6.0 Coordinator Baseline Duties

**PROGRAM COORDINATOR
Base-line Duties**

Program Coordinator Role Summary:

The Program Coordinator plays an important academic leadership role that is critical to program sustainability and student success. As the program champion, the Coordinator facilitates key academic and operational processes, working collaboratively with the Dean, Chair, faculty and support areas. The Coordinator does not have responsibility for the supervision or disciplining of other faculty or support staff. The following represents the baseline duties that all Programs Coordinators perform. Additional duties may be assigned and additional release time will be allocated as required.

PROGRAM RESPONSIBILITIES:
<p>Curriculum Renewal for the program</p> <ul style="list-style-type: none"> • Advocates and leads annual curriculum renewal for the program. • Collaborates with Learning Design & Support Team, program teams and discipline teams. • In conjunction with the faculty team, ensure that the annual curriculum renewal template is completed.
<p>Program-related Contacts</p> <ul style="list-style-type: none"> • Develops and maintains a network of program-related contacts • Attends local, regional or provincial meetings • Act as a program advocate at Fleming and external communities, including alumni • Key point of contact with industry, business and the community • Respond to program inquiries from the public (e.g. students, parents, high school teachers, counselors) • Provides update to Deans/Chairs (e.g. legislative changes, certification changes, industry-

related technological changes)
<p>Program and Coordinator Meetings</p> <ul style="list-style-type: none"> • Seeks approval from Chair for required program meetings • Sets meeting times, develops agenda , coordinates and chairs program meetings and sends meeting minutes to the Chair • Participates in Program Coordinator meetings
<p>Program Advisory Committee Meetings</p> <ul style="list-style-type: none"> • Assist the Dean with convening of meetings and agenda preparation; provide advice on content of meeting minutes; ensure advisory committee members are aware of specific program-related activities (e.g. complete Coordinator report) • Participate as a non-voting member in committee meetings • Recommends membership
<p>Program Budget – assists with activities including:</p> <ul style="list-style-type: none"> • Consults with program team and provides input to the Chair/Academic Service Leader on operating and capital needs • Monitors program expenses • Recommends purchases for program
STUDENT & FACULTY SUPPORT:
<p>Student Liaison:</p> <ul style="list-style-type: none"> • Participate in meetings with student representation for open dialogue on student needs and program requirements
<p>Provide advice and guidance to students in assessing individual academic support from point of entry to point of exit</p> <ul style="list-style-type: none"> • Primary contact for students regarding academic processes, policies and procedure • Assist students, as required, in their progress towards their academic goals (e.g. development of an educational or accommodation plan, career goals, field placements, re-evaluating progress toward academic goals)
<p>Provides peer guidance and assistance to faculty (e.g. Course outlines, marking practices and policies, textbook ordering, academic policies)</p> <ul style="list-style-type: none"> • Key contact for faculty regarding academic processes (course outlines, D2L, academic integrity), policies and procedures • Program Orientation for new hires • Identifies resources for faculty and students to support their needs • Embeds and reinforces “Guidelines for Professional Practice and “Core Promise to Students” in the culture of Fleming • Assist in problem solving with faculty and student issues • Advise Chair of faculty-related issues brought to their attention by students, following confirmation that students have followed proper processes

<ul style="list-style-type: none"> • Facilitate tasks and activities of the program team
ACADEMIC RESPONSIBILITIES: (in collaboration with the Chair)
Facilitate course exemptions process <ul style="list-style-type: none"> • Process and approve program course exemptions • Evaluate and advise direct entry applicants
Course outlines <ul style="list-style-type: none"> • Reviews course outlines and submits to the Chair
Enrolment - Provides end-of-semester enrolment predictions to the Chair
Workload process - As the program content expert, provides input to the workload process, skill set required, operational requirements, assists the Chair with faculty recruitment
Curriculum Verification - Confirms program curriculum for both the academic year and post-secondary calendar ensuring faculty are involved
Timetable Verification - Reviews draft timetables for errors/omissions in consultation with program faculty and technical support
Academic Progression - Meets with students identified for academic progression and complete progression documentation <ul style="list-style-type: none"> • Develops contracts for students on probation • Monitors students on academic probation • Recommends to Chairs for student to step out if not meeting contract
Pathways/Articulations Assist the Dean with identifying and facilitating articulation/pathway opportunities
Academic Appeals - <ul style="list-style-type: none"> • Provides guidance around process, timelines and procedures • Provides relevant information to the faculty or Dean regarding student's overall success in the program
Academic Awards <ul style="list-style-type: none"> • Champions new awards and criteria • Consults with faculty to select recipients; submit marks for awards process • Attends Awards ceremony
Convocation <ul style="list-style-type: none"> • Processes graduate audit in conjunction with Registrars' Office • Attends convocation
School-related activities - As the Program champion, assists the Chair in areas such as: <ul style="list-style-type: none"> • Provides input to Chair regarding academic strategies • Provides input to the Chair regarding strategic program resource requirements • Identifies trends from their field of expertise • Identifies enrolment growth opportunities to academic delivery • Contributes to solutions to resolve enrolment challenges • Provides input on retention and student success • Participate in program marketing, recruitment, conversion activities and other special events (e.g. Open House, Welcome Days, Orientation, College Information Program (CIP), etc.)

DISCIPLINE/SUBJECT COORDINATOR
Base-line Duties

Discipline/Subject Coordinator:

The Discipline/Subject Coordinator plays a critical academic leadership role in promoting a broader educational experience that complements the program-specific outcomes. As the champion of their discipline, the Subject Coordinator facilitates key academic and operational processes, working collaboratively with the Dean, Chair, faculty and support areas. The Coordinator does not have responsibility for the supervision or the disciplining of other faculty or support staff. The following represents the baseline duties that all Discipline/Subject Coordinators perform. Additional duties may be assigned and additional release time will be allocated as required.

DISCIPLINE/SUBJECT RESPONSIBILITIES:
<p>Curriculum Renewal -</p> <ul style="list-style-type: none"> • Leads annual curriculum renewal • Collaborates with Learning Design & Support Team, program teams and discipline teams • Provides leadership in policy, subject standards, and compliance matters • Facilitates the integration of relevant program-specific resources into curriculum • Coordinates ongoing development of new courses • In conjunction with the faculty team, ensure that the annual curriculum renewal template is completed.
<p>Subject-related Contacts</p> <ul style="list-style-type: none"> • Develops and maintains a network of subject-related contacts • Provides updates to Chair and may represent the Discipline at local, regional or provincial meetings. • Acts as an advocate for the discipline at Fleming and external communities, including alumni
<p>Leads Subject meetings-</p> <ul style="list-style-type: none"> • Seeks approval from Chair for required subject meetings • Sets meeting times, develops agenda (can include program faculty), coordinates and chairs subject meetings and sends meeting minutes to the Chair.
<p>Participates in Program advisory committee and School meetings, as required</p>
<p>Liaise with Program Coordinators</p>
SUPPORTS FACULTY AND STUDENT SUCCESS:
<ul style="list-style-type: none"> • Provides peer support and guidance and assistance to faculty (eg. Team teaching, course outlines, textbook ordering, academic policies and procedures). • Identifies resources to faculty and students to support their needs • Primary point of contact to address questions, concerns, complaints related to the subject/discipline

ACADEMIC RESPONSIBILITIES: (In collaboration with the Chair)
Course exemption process - Processes course exemptions
Course outline verification - reviews course outlines and provides input as required prior to Chair approval
Workload process - As the subject content expert, may provide general input on the workload process (skill set required, operational requirements, assists the Chair with faculty recruitment)
School-related activities - Assists the Chair in School-related activities such as strategic planning and budget. <ul style="list-style-type: none"> • Provides input to the Chair regarding academic strategies • Identifies trends from their field of expertise • Contributes to retention and student success strategies
Pathways/Articulations – Assist the Dean with identifying and facilitating articulation/pathway opportunities.