

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Online Coordinator

Payband: H

Position Code/Number (if applicable): S00499

Scheduled No. of Hours \_\_\_\_\_ 35/week \_\_\_\_\_

Appointment Type: \_\_\_\_\_ X \_\_\_\_\_ 12 months \_\_\_\_\_ less than 12 months

Supervisor's Name and Title: Seppy Masoodi, Academic Chair, Continuing Education & Contract Training

Completed by: Seppy Masoodi

PDF Date: January 20, 2022

Signatures:

Incumbent:  
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

### Position Summary

Provide a concise description of the overall purpose of the position.

Provides support to the Continuing Education & Contract Training (CECT) department for online and OntarioLearn (OL) initiatives and day-to-day operations. Responsibilities include data analysis and reporting, resolution of escalated student complaints/inquiries, assistance with course equivalency determination, course loading and activation, and grade loading. This position also monitors provincial enrolment trends and conducts research and analysis to support new product development. This role supports OL budgetary, administrative and quality assurance activities, and provides solution-focused customer service to OL students, facilitators and institutional partners within the OL network, and internal stakeholders such as RO, IT and academic schools.

The incumbent creates, tracks, and reports data and financial elements of the unit that will be used to forecast and support key decision points with online programming. Advises the Chair and the Financial Officer on day-to-day budgetary and finance issues and liaises with service departments (i.e. Finance, Accounting, Payroll, Admissions & Records, Facilities, Purchasing and Human Resources) as needed. On an ongoing basis, prepares updates on status of current online courses, programs and projects, as necessary. Prepares and/or processes program-related financial documents such as invoices issued by the OL, purchase requisitions, expense claims and timesheets.

This role also ensures that all new and existing courses, including OL micro-credentials, are operational and available at peak times for registration.

The incumbent serves as liaison with provincial OntarioLearn representatives on day-to-day issues, and is the first point of contact for, faculty and IT staff with concerns/questions and reporting relating to OntarioLearn courses. The incumbent works with the course developers on presentation and course formatting to ensure consistency.

Works closely with Marketing to coordinate the compilation and input of information needed to effectively market Continuing Education programs and courses.

The incumbent must be available to work onsite at Sutherland campus, as needed, in order to support the smooth day-to-day operations and success of the unit.

### Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
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<p><b>1. <u>Online/OntarioLearn Administration</u></b></p> <ul style="list-style-type: none"> <li>• In collaboration with the Continuing Education Systems Specialist, loads and activates OntarioLearn courses. Reconciles enrolment lists, monitors new release lists to ensure reconciliation between Evolve &amp; OL database, and to identify changes in course description, hours, books etc.</li> <li>• Facilitates the course grade upload to Fleming from OntarioLearn.</li> <li>• Liaises with provincial OntarioLearn representatives on day-to-day issues.</li> <li>• Ensures that all administrative practices are in keeping with OntarioLearn policy.</li> <li>• Arranges for claiming, scheduling and delivery of OntarioLearn courses.</li> <li>• Provides data and information, as needed, to the Chair, Academic Quality and others regarding the OntarioLearn quality assurance process.</li> <li>• Provides advice to students &amp; faculty related to online learning to ensure that provincial OntarioLearn policies and procedures are consistently communicated and applied.</li> <li>• Implements new online learning platform software and processes.</li> <li>• Ensures that hosted course design formats are maintained on-going by delivering faculty.</li> <li>• Maintenance and design formatting of online course introduction materials for communications of online procedures and policies to students and staff</li> <li>• Maintain a roster of candidates and ensures the accuracy of hiring documentation for Facilitators, Instructors, PT Faculty, Technologists and Technicians as relevant to a particular offering/project.</li> <li>• Identifies a need, initiates and supports the hiring process of facilitators, PT Support Staff, Subject Matter Experts</li> <li>• Prepares and sets up OL facilitator contracts</li> <li>• Coordinates the scheduling, delivery, costs, and evaluation of OL offerings and coordinates student course completion or program graduation.</li> <li>• Verifies individual course enrolment numbers and payment compensation</li> <li>• Creates, tracks, and reports data and financial elements of the unit that will be used to forecast and support key decision points with online programming.</li> <li>• Coordinates the creation, maintenance and replication of OL Desire2Learn (D2L) shells</li> <li>• Ensures processes are in place and updated to support Quality Matters (QM) driven D2L shell maintenance including the currency of course outlines</li> <li>• Ensures Facilitator processes and procedures are communicated and followed including grade book/grades are completed; and engaging support departments</li> <li>• Engages students in Prior Learning Assessment and Recognition (PLAR); provides registration documentation to the student; co-ordinates the PLAR process with the student, the facilitator, third party employers, the Registrar's Office (RO), and any academic schools as pertinent; this may include interfacing with other Colleges within the OL network for non-Fleming-hosted programming</li> <li>• Coordinates orientation program for new OL faculty, liaising with schools and LDS team;</li> <li>• Responsible for the accurate scheduling/timetabling of courses, liaising with Human Resources and Academic Operations, as needed, and adhering to college policies and contract terms and conditions including pay rates.</li> </ul>	40%
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<ul style="list-style-type: none"> <li>• Coordinates the hiring of Subject Matter Experts (SMEs) and Facilitators to support the PLAR</li> <li>• Enters grades for PLAR and Placement students</li> </ul>	
<p><b>2. Customer (Student/Faculty) Services:</b></p> <ul style="list-style-type: none"> <li>• Primary point of contact for IT -related inquiries from students regarding OntarioLearn and Fleming platform interactions. Provides guidance, advice and training to faculty regarding the use of OntarioLearn for course delivery.</li> <li>• Primary point of contact for faculty/administration inquiries regarding existing Fleming OntarioLearn programs or for those interested in offering a new online course/program.</li> <li>• Responds to student inquiries and complaints regarding course content, delivery, etc. escalated from faculty to address or triage for resolution.</li> <li>• Proactively identifies and/or responds to requests from students to locate potential online equivalencies leading to student success i.e. courses that enable students to enroll in comparable post-secondary courses through online offerings.</li> </ul>	25%
<p><b>3. <u>Research and Reporting</u></b></p> <ul style="list-style-type: none"> <li>• Monitors and reports on Fleming and provincial OntarioLearn enrolment trends.</li> <li>• Analyzes OntarioLearn data and provides reports to highlight trends and recommend possible program opportunities. Reviews new course offerings from OntarioLearn consortium and advises the Managers of courses which may be of interest.</li> <li>• Completes data reconciliation between OntarioLearn and Fleming.</li> <li>• Supports new product development by conducting market research and analyzing trends, including compiling and analyzing labour market data and providing recommendations to the Manager for new online products.</li> <li>• In collaboration with the academic schools, identifies reviews and recommends assessment of OL courses for course equivalency to existing post-secondary credit courses for inquiring students.</li> </ul>	20%
<p><b>4. <u>Marketing and Promotion:</u></b></p> <ul style="list-style-type: none"> <li>• Recommends courses to be marketed/promoted based on trends and liaising with other Colleges. Reviews the system historical enrolment of OntarioLearn courses and independently determines the suite of non-hosted courses to promote based on this review.</li> <li>• Centrally coordinates the collection and input of information on Con Ed course offerings by working closely with department staff, the Systems Specialist and the Marketing department.</li> <li>• Suggests marketing approaches to the Marketing department.</li> </ul>	10%
<p><b>5. Other related duties as assigned</b></p>	5%

\* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

## 1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- ☐ Up to High School      ☐ 1 year certificate      ☐ 2 year diploma  
☐ Trade certification      ☒ 3 year diploma / degree      ☐ 4 year degree or 3 year diploma / degree plus professional certification  
☐ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification  
☐ Doctoral degree

Field(s) of Study:

Business, Marketing or related field

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- ☒ No additional requirements  
☐ Additional requirements obtained by course(s) of a total of 100 hours or less  
☐ Additional requirements obtained by course(s) of a total between 101 and 520 hours  
☐ Additional requirements obtained by course(s) of a total of more than 520 hours


## 2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- ☐ Less than one (1) year
- ☐ Minimum of one (1) year
- ☐ Minimum of two (2) years
- ☐ Minimum of three (3) years

X Minimum of five (5) years

Experience and demonstrated intermediate level of proficiency with word processing, data bases, spreadsheets, publishing software (Word, Excel, Access, Email, Publisher).

Experience in administering online courses, including familiarity of Learning Management Systems (LMS) and processes.

Knowledge of online learning platforms and online course delivery.

Experience and demonstrated proficiency in the on-line environment utilizing a student information system.

Demonstrates sound judgment and effective analytical, research, problem solving and conflict resolution skills.

Experience working independently in a team based, deadline driven, customer service environment, organizing, prioritizing and problem solving own work.

Demonstrated experience providing front line customer service in a professional office environment.

An understanding of Continuing Education processes and interdependencies with other departments would be an asset

Experience effectively using oral and written communication skills to liaise tactfully and diplomatically with multiple stakeholders both within the department and with other college departments.

Demonstrate a capacity to work within firm deadlines.

- ☐ Minimum of eight (8) years

### 3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally.

### 3. Analysis and Problem Solving

#### #1 regular & recurring

Key issue or problem encountered	Determination needed regarding which OntarioLearn courses/program(s) the college should promote/ develop.
How is it identified?	Supervisor poses this question to incumbent.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes - Run and review reports to identify previous course enrolments both for Fleming and across the OntarioLearn offerings. Review details of course offering as part of a program at other colleges in order to determine high enrolment and low enrolment courses and their link to programs. <i>Uses data compiled from other Colleges in the system or others across Canada</i>
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Assess the status of course enrolment across OntarioLearn offerings both for Fleming and the System to ascertain course enrolment at a program level to proactively identify appropriate offerings to boost enrolment. Based on this analysis, will determine which non-hosted courses should be promoted. If enrollment in Fleming hosted courses is lower than expected, assess internal and external factors that may be playing a part (e.g. technical issues, student complaints, need for additional or targeted marketing, change in labour market demands, change in credentials required by employers, etc.) and make recommendations to the Manager, Continuing Education & Contract Training. Also consider additional factors such as course fit with Fleming's Continuing Education areas of focus.
What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).	Previous enrolment results, OntarioLearn enrolment targets, past practise with course/program identification. Labour market information and resources – may or may not be easily obtained or lack detail.

#### #2 regular & recurring

Key issue or problem encountered	Potential for an OntarioLearn course from another college to be deemed equivalent to a Fleming College course.
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How is it identified?	Incumbent proactively identifies the course or the incumbent receives a request from the Academic Chair, Continuing Education & Contract Training, Dean/Chair or Program Coordinator.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. It is not readily apparent at the outset whether an equivalent course(s) exists. The incumbent is responsible for doing the initial analysis and then forwarding information to the Chair, Continuing Education & Contract Training.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review the OntarioLearn system for potential equivalency options. Compare the course content, learning outcomes, objectives and evaluation processes to the Fleming course. Communicate with the host College to acquire additional input in instances where the outline documentation is lacking information. Provide the course information and analysis with recommendation to Chair, Continuing Education & Contract Training who will work with the Program Coordinator and, as needed, Chair for final decision.
What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).	Program Coordinators, Chairs, OntarioLearn counterparts at other Colleges, Academic Chair, Continuing Education & Contract Training

### 3. Analysis and Problem Solving

#### #1 occasional

Key issue or problem encountered	Student complains about the quality of instruction or course workload or assessments and demands a refund after the official course withdrawal date. The course belongs to another college.
How is it identified?	Student voices concerns to the incumbent and/or Customer Service Advisor but may also complain to the host college and OntarioLearn staff at that college.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes - In assessing the situation, the incumbent would ask the student probing questions to ensure a full understanding of the situation. Additionally, may contact the incumbent's counterpart at the host college to provide information regarding the complaint and obtain the perspective of the other college.



Explain the analysis used to determine a solution(s) for the situation and/or problem.

Assesses the degree of seriousness of the complaint and the impact on the student's learning experience. Through a series of discussions, explores possible solutions with the host college based on the seriousness of the complaint. After analysis of various options, a mutually appropriate decision is reached. Courses may have to be redesigned, refunds may have to be made, grades might have to be changed, etc. All changes are documented.

What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).

OntarioLearn and Fleming policies  
Supervisor  
OntarioLearn colleagues at other Colleges

## #2 occasional (if none, please strike out this section)

Key issue or problem encountered

Research and analyze trends to support new online product development. This product will be developed by Fleming and could be a new claim from a college who released a claim.

How is it identified?

In order to continue to grow CECT, ensure Fleming is competitive with its CECT offerings and offer programs that meet labour market demand, the incumbent will be asked by their supervisor to regularly identify opportunities for product development (new and existing).

Is further investigation required to define the situation and/or problem? If so, describe.

Yes. Look internally and at other colleges for full-time post-secondary product development that demonstrates potential demand for an online CECT delivery of the product/program. Look also for CECT online offerings at other colleges that could be offered at Fleming.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Analyze and assess employment statistics and other labour market information to identify gaps and opportunities.

What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).

Consult with internal experts (program coordinators, faculty, FDR, Employment Services, Career Services, Director Product Development) and external experts (Workforce Development Board/Local Employment Planning Council, Chamber of Commerce, Innovation Cluster, Economic Development organizations) to verify findings and identify additional opportunities. Labour market information and resources – may or may not be easily obtained or lack detail.

## #3 Regular and Recurring

Key issue or problem encountered	The incumbent must build financial scenarios to support operational or programming decisions related to program budgets. Many of these are new and unique to the environment and must be developed without the assistance of any pre-existing framework.
How is it identified?	The Chair proposes a potential course/training course/program or CECT certificate and asks for a related financial analysis.
Is further investigation required to define the situation and/or problem? If so, describe.	In building templates utilized to develop costing scenarios for numerous programs, the incumbent needs to investigate and understand costing inputs & sources and know what questions to ask to ensure correct scenarios are developed in each unique circumstance. Works with the Financial Officer as needed.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent develops expense and revenue proposals for each scenario with details for all departments impacted, based upon knowledge of local market, past experience, projected enrolment and instructional costs.
What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).	Collective Agreement (Support and Academic), past practices, approved CECT budget, Memorandum of Understanding and other college procedures, previous experience.

#### 4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally.

**#1 regular & recurring**

List the project and the role of the incumbent in this activity.

Responsible to lead the collection and organization of marketing related information for the Continuing Education calendar/website.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Works in close collaboration with the Marketing Consultant, other Program Officer, supervisor, Customer Service Advisors and faculty, as needed. Creates a timeline and process that ensures related information/feedback received in a consistent manner and meets required timelines. This will require multi-tasking to meet overlapping deadlines and coordinating the efforts to ensure information is received in a timely manner,

List the types of resources required to complete this task, project or activity.

Guidance from supervisor, marketing consultant. Marketing framework for preparation of information, guidelines regarding calendar information

How is/are deadline(s) determined?

Pre-set calendar production deadlines set by the marketing department. Incumbent plans and sets deadlines for staff to complete related tasks to meet the overall calendar deadline. *Project manages deadlines for program officers, scheduling, faculty, LDS to ensure the target dates for marketing are met.*

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Incumbent determines if change in process is required to meet deadlines. Not meeting deadlines will impact calendar production and in turn diminish marketing presence and negatively impact enrolment.

## **#2 regular & recurring**

List the project and the role of the incumbent in this activity.

Responsible to lead the collection and reporting of financial information for the OL courses and enrolment.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Uses Excel spreadsheet and other applications as needed to track and report financial data related to OL enrolment, course offering (costing and profit). This will require attention to details, data collection and interpretation. Works in close collaboration with Financial Officer, Program Officers, Supervisor as needed.

List the types of resources required to complete this task, project or activity.

Guidance from supervisor, Financial Officer. Guidelines regarding required financial information

How is/are deadline(s) determined?

Pre-set financial reporting deadlines as directed by the supervisor.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Incumbent and supervisor together determine if change in process is required to meet deadlines. Not meeting deadlines will impact financial and budgetary decisions and negatively impact program offering planning.

#### 4. Planning/Coordinating

##### #3 regular & recurring

List the project and the role of the incumbent in this activity.

Responsible for leading end-to-end support for delivery of OntarioLearn courses for Fleming College (about 2000 course registrations annually distributed over about 400 different courses) Responsible to ensure course readiness, including supporting the hiring and orientation of facilitators, PT Support Staff and Subject Matter Experts, supporting budget/financial processes and coordinating the scheduling, delivery and evaluation of OL offerings.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Strong organization and computer skills to collect and manage large data sets – students, course offerings, course outlines, and other related course information.

Ability to collaborate with Fleming colleagues and provincial OntarioLearn representatives.

Time management skills are necessary to effectively coordinate and administer OntarioLearn offerings.

Incumbent is required to coordinate efforts with provincial OntarioLearn representatives and with OntarioLearn representatives at various Ontario colleges. This may also require receiving and assimilating information from these sources.

List the types of resources required to complete this task, project or activity.

OntarioLearn staff at other colleges, OntarioLearn Provincial staff.

How is/are deadline(s) determined?

Course start dates provided by OntarioLearn with many occurring as monthly intakes. Deadlines for critical path tasks set by OntarioLearn.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Incumbent determines changes within processes and whether or not further action is required to meet necessary deadlines. Not meeting deadlines and having effective processes could negatively impact OntarioLearn enrolment and/or course cancellation. The incumbent is responsible for determining the impact of the changes.

List the project and the role of the incumbent in this activity.	<b>#1 occasional</b> (if none, please strike out this section) Supports system-wide OntarioLearn technical changes/upgrades by modifying related processes.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Organizational and/or project management skills needed include: ability to identify and coordinate activities related to business process changes, communicate effectively, develop critical path, track progress, successfully collaborate with others, multi-task.
List the types of resources required to complete this task, project or activity.	Fleming IT , OntarioLearn contacts provincially and at other Colleges
How is/are deadline(s) determined?	Overall deadlines are determined by new software purchases through the OntarioLearn consortium and/or Fleming College software changes. Incumbent establishes tasks/milestone deadlines for business process changes. Responsibility to coordinate internal IT , LDS staff resources who will need to be involved Some projects require coordination of other internal staff (School Office Administrative Assistant and Finance employees for example on new process that is currently being deployed with OCAS for billing)
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	The incumbent will determine if changes to the business processes need to be made and will discuss these changes with the Academic Chair, Continuing Education & Contract Training prior to implementing. Incumbent and manager would determine whether the change has an impact on others. For example, if a business process change is going to impact faculty or members of the Continuing Education & Contract Training team, the incumbent would identify and discuss with the manager.

List the project and the role of the incumbent in this activity.	<b>#2 occasional</b> (if none, please strike out this section) Recommendation and implementation of appropriate course materials formatting to match updated design choices and to improve overall user experience for consistency. This project may require some 'backwards' engineering or transfer of content into new templates.
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What are the organizational and/or project management skills needed to bring together and integrate this activity?

Strong teamwork and planning skills, potentially knowing that the other members of the team, who are faculty assigned to teaching and developing online courses, are relatively new to developing materials for online learning.

List the types of resources required to complete this task, project or activity.

Past experience

Researching current best practices and providing information to the group

Using current course development projects or courses as examples of what can be implemented.

How is/are deadline(s) determined?

Considering deadlines for course delivery, which are set by OntarioLearn consortium leadership, and working with other online technical resources and demonstrating what could be developed for online presentation and interaction with students.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Feedback from students and faculty will be used to determine the impact and needs for further work. The Incumbent will determine changes needed in consultation with manager.

## 5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

**Regular & Occasional  
Recurring**

**Level**

**Example**

X	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Main point of contact for OntarioLearn for the college and provincially.
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Demonstrates to other staff, processes related to assimilating related marketing information and locating relevant OntarioLearn information within the student information system
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Provides guidance and advice to faculty regarding the use of OntarioLearn platform for course delivery. Provides training/orientation to faculty regarding the use of the OntarioLearn platform so faculty can create online courses. Provides advice to students, when escalated by the Customer Service Advisor, regarding course/certificate selection.
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	X	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	This role ensures that the exam process is followed and assigns tasks to others. Provides guidance and allocation of invigilation resources for OntarioLearn Exam processes Provides implementation advice for OntarioLearn course scheduling (CECT and RO staff) to meet provincial deadlines

## 6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?

Regular and Recurring

Routine/regular practices do not require instruction and are expected to be completed without guidance.  
Incumbent works independently.

Occasional (if none, please strike out this section)

What rules, procedures, past practices or guidelines are available to guide the incumbent?

Regular and Recurring

Budgetary guidelines, past practices and policies and procedures regarding project delivery. College policies are in place as guidelines.  
OntarioLearn procedures and timelines  
Course outlines

Occasional (if none, please strike out this section)

How is work reviewed or verified (e.g. feedback from others, work processes, Supervisor)?

Regular and Recurring

Work is checked by the supervisor through reports and/or discussions, on an as needed basis.

Occasional (if none, please strike out this section)

Potential issues with work performance would become apparent through complaints, missed deadlines, deficient relations with OntarioLearn contacts, fellow staff, faculty. Such issues would be discussed with the supervisor.

## 6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?

Regular and Recurring

Decisions regarding supporting marketing efforts in consultation with the marketing consultant  
Appropriate action to resolve student complaints regarding OntarioLearn courses hosted by another College.

Occasional (if none, please strike out this section)

Decisions regarding research to support new product development.

Describe the type of decisions that would be decided in consultation with the Supervisor.

Regular and Recurring

Occasional (if none, please strike out this section)



OntarioLearn hosted course offerings for promotion through marketing.	Matters of policy not identified in documentation.
OntarioLearn hosted courses to run.	Decisions to cancel offering of OntarioLearn courses.
New online learning offerings	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
Major operational issues (usually presented with a possible solution), around the development of new programs and/or other revenue projects. Staffing, recruitment and HR issues requiring signature and/or approval of the Chair. Unresolved budget issues, issues that have escalated beyond the incumbent's authority, after a number of options have been attempted. Unresolved client/staff concerns and operational issues that will impact other areas or across other Schools.	Staff/faculty/client/administrative complaints that require the attention of the Chair, once it is determined that the incumbent cannot solve it on their own.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Content of sessions for OntarioLearn faculty training/orientation.	Decisions regarding course/certificate selections for students (inquiries escalated by the Customer Service Advisor).
Recommendations for potential online course equivalencies.	
Makes decisions regarding operational processes and appropriate administrative procedures to adhere to OntarioLearn requirements.	Where the Manager is unavailable for consultation, the incumbent may occasionally need to make a decision about a pressing non-supervisory matter. (I.e. creatively solving venue issues with FD/CT courses). Some decisions such as class cancellations, scheduling changes for a course may be made independently.
Work with other college leads to solve problems related to student issues. Non-compliance with OntarioLearn practices.	
Incumbent must act independently to solve student complaints regarding courses.	
Non-hosted courses to promote for registration	

## 7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Represents the College and provides information, input and feedback to Provincial OntarioLearn Coordinator	Collects information on OntarioLearn activity, claimed courses and potential for Fleming course offerings, student issues and concerns, difficulties with registration. Provides input and feedback.	Provincial OntarioLearn Coordinator	W
Produce reports	Monitors and reports on provincial enrolment trends related to OntarioLearn offerings.	Supervisor	W
Provide assistance to faculty loading course content into the system	Incumbent would troubleshoot the details of the problem (i.e. error messages, firewall, etc.) and provide guidance. If question is too technical, incumbent will refer them to appropriate technical support resources	Faculty	I
Provides customer service support	Primary point of contact for IT and faculty inquiries related to OntarioLearn	IT staff Faculty	W
	Investigate details about the complaint including contacting OntarioLearn colleagues at other Colleges. Discuss alternatives and provide resolution	Students	M
Identify new non-hosted OntarioLearn courses for which to open registration	Monitor enrollment trends, analyze data and review new course offerings from the OntarioLearn consortium.	Supervisor	M

Identify potential new online courses for development by Fleming through research and analysis of trends	Looking internally and at other colleges for full-time post-secondary product development that demonstrates potential demand for an online delivery of the product/program. Look also for Continuing Education online offerings at other colleges that could be offered at Fleming. Analyze and assess employment market and other labour statistics.	Supervisor, Academic Leaders	M
Provide recommendations for potential online course equivalencies	Review online and OntarioLearn course offerings; review relevant courses outlines for learning outcomes, objectives, and assessment processes	Supervisor Program Coordinator	M
Prepare and deliver training/orientation for Fleming faculty on the use of OntarioLearn platform	Design and deliver training/orientation program that meets the needs of Fleming faculty recognizing differences in skill set and abilities. Customize the training to suit the appropriate audiences. Provide one-on-one coaching to faculty. Provide implementation advice and orientation to faculty for formatting, course intro pages.	Faculty	M
Provide advice to potential students on course selection.	Listen and understand the students concerns and needs. Identify potential courses/certificates which most appropriately address the needs of the students. The incumbent's approach and knowledge could impact a student's decision to take a course/certificate or not	Students	D
Faculty requests for changes to course materials, hours or learning sequence are presented to the incumbent by email or in person	The incumbent, after hearing the details of why the change is recommended, must decide what changes should be made to the course, and amends the course outline for final approval of Chair CE/CT, subject matter experts, program staff & faculty	CECT faculty, faculty, clients, Chair	M

## Support Staff PDF

Provide marketing support for the department	Centrally coordinates the collection and input of information on Con Ed course offerings by working closely with other department staff and the Marketing department.	Marketing Staff Department Staff Director of Marketing	M
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\* D = Daily W = Weekly M = Monthly I = Infrequently

## 8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Shares information about OntarioLearn course offerings, program procedures, course logistics – verbal, reports,	Department staff, Customer Service Advisors, Supervisor, Academic Leaders	D
	Responds to IT and faculty inquiries related to OntarioLearn	Faculty, IT	W
Explanation and interpretation of information or ideas	Provide guidance with respect to OntarioLearn course offerings	Staff	W
	Produces and interprets reports to provide insight into the degree of success of OntarioLearn offerings	Supervisor/Academic Leaders	W
	Course equivalency information for OntarioLearn and online offerings	Supervisor/Program Coordinator	M
	Resolving non-registrarial student complaint issues and handling escalated inquiries regarding courses/certificates.	Students	W
Imparting technical information and advice	Use of the LMS platform OntarioLearn data analysis and queries	Faculty Supervisor/Leaders	W M
	Registration issues and set up with the OntarioLearn platform	Staff, Faculty, Students	W
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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## 9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting	D			X	X		
walking,	D	X			X		
Standing – delivering training	M		X		X		
Lifting (light)	M	X			X		

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If lifting is required, please indicate the weights below and provide examples.

☒ Light (up to 5 kg or 11 lbs)

☐ Medium (between 5 to 20 kg or 11 to 44 lbs)

Materials for training/orientation sessions

- ☐ Heavy (over 20 kg or 44 lbs)



**10. Audio Visual Effort**

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (e.g. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Determining potential online course equivalencies	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Preparing reports for submission to OntarioLearn. This information becomes part of provincial reporting necessitating a need for high degree of accuracy. Completes data reconciliation between OntarioLearn and Fleming.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Research and analyze trends and provide recommendations regarding new online product development.	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				



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## 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office Environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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\*    D = Daily    M = Monthly    W = Weekly    I = Infrequently