

# CAAT Job Evaluation System for Non-Bargaining Unit Employees

## Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JF will be provided to the incumbent for information purposes and as a job description.

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### 1. POSITION IDENTIFICATION

**Position Title:** Manager, Dual Credit and Academic Operations  
**Position Number:**  
**Pay Band:** 11  
**Incumbent:** VACANT  
**Location/Campus:** Sutherland  
**Division/Department:** Academic  
**Immediate Supervisor (title):** Associate Vice President, Academic Operations  
**Date of JFS:** May 4, 2023  
**Last Evaluated:** May 12, 2023

#### Type of Position:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Administrative (Temporary position, one year) |
| <input type="checkbox"/> Sessional Academic        | <input type="checkbox"/> Part-time Administrative                      |
| <input type="checkbox"/> Part-Time Support         | <input type="checkbox"/> Part-Time Academic                            |
| <input type="checkbox"/> Other                     |  |

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

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

**Recommended by:**  
Position's Manager: Molly Westland \_\_\_\_\_ Date: \_\_\_\_\_

**Approved by:**  
Senior Manager: \_\_\_\_\_ Date: \_\_\_\_\_

## Job Fact Sheet Questionnaire

### POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Working collaboratively with internal and external stakeholders, the Manager, Dual Credit and Academic Operations is responsible for the planning and implementation of all School College Work Initiative (SCWI) opportunities at Fleming College, including Dual Credit (DC) offerings and SCWI Activities. Overseeing the Academic Operations team, the incumbent is responsible for ensuring that curriculum data entry, work loading and timetabling outcomes are met according to the Academic Planning Cycle.

### KEY DUTIES

**% Time**

**1. Dual Credit Planning & Operations**

**(40%)**

Works with College and School Board partners to plan and develop Dual Credit opportunities and SCWI Activities with an annual budget of over \$4.5 million. Facilitates the effective implementation of the Fleming College SCWI program by working collaboratively with Academic Chairs, Dual Credit Operations staff, Service Leaders, School Board Partners and Secondary School staff. This includes facilitating partner planning meetings with each School, supporting the recruitment and hiring of DC faculty, tracking and monitoring courses, facilitating student registration, preparing regular reports, budget monitoring, class visits with students and faculty and ensuring grade distributions to schools.

**2. Academic Operations**

**(40%)**

Leads Academic Operations team to ensure that timely, effective and efficient processes and procedures exist and are followed within the Academic Planning Cycle. This will include the generation of risk reports benchmarking work loading and timetabling targets, escalating timetable and college capacity issues and recommending remediating courses of action. Prepares and monitors the Academic Operations budget and is accountable for due diligence and proper expenditures.

Identifies, creates and responds to opportunities to work with internal college partners to improve upon systems and processes within the broader Academic Division.

Supports the implementation of systems related projects and updates to ensure high-quality student-centered running of the Academic Division (ie: "normalization of Con Ed.", Updates to Infosilem, Contract Data upgrades).

**3. Human Resource Management and Development**

**(20%)**

Recruits and develops Dual Credit contract faculty support staff who support the implementation of the Dual Credit program in partnership with the over 40 secondary schools. Manages the Academic Operationsteam..

Engages employees in the pursuit of high individual and team performance by providing appropriate recognition, formative feedback and addressing performance issues in an effective and timely manner.

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**TOTAL:**

**100%**

## Job Fact Sheet Questionnaire

### 1. COMPLEXITY – JUDGEMENT (DECISION MAKING)

**Complexity** refers to the **variety** and **relative difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

**Judgement** refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

1. Annually, the incumbent will plan all the activities to organize and implement the SCWI programs (Dual Credits & SCWI Activities). The incumbent will need to be knowledgeable about the availability of college resources including staffing, scheduling and space issues. Given the role of a middle manager, and the multiple stakeholders, it is essential that the incumbent use excellent judgement in choosing appropriate courses to offer to partners and effectively communicate the delivery parameters and logistics of some courses and be creative to solve issues along the implementation path. For example, assessing a secondary school location for delivery of a course (electrical, plumbing) and the feasibility of the lab tools and materials for the delivery to be transported, stored, offsite etc.
2. During key times of the Academic Planning Cycle, the manager will provide support in decision-making to all members of the AO team and Associate Vice President, Academic Operations. For example, the timetabling officer comes to the manager with a concern that there will not be enough of a particular type of classroom considering the enrollment plans of the college. The manager must collect and verify the data, create recommendations for remediation such as approaching chairs to see if courses could be scheduled in other spaces, seeking out alternative appropriate spaces at the college and providing recommendations to the AVPAO for escalation to Senior Management Team for resolution.
3. The Manager will be accountable for the development and implementation of the Academic Planning Cycle. Consideration of Collective Agreement obligations, service area impacts and student experience will drive this process. For example, due to a dramatic change in enrollment targets, the AO team members approach the incumbent with a challenge in meeting the timetabling deadlines set out in the Academic Planning Cycle. The member would collect and verify data from various stakeholders such as chairs, Registrar's Office, AO team members, reflect on possible solutions taking into account a variety of cross college factors to create a recommendation to the AVPAO. This may involve a change to the Academic Planning Cycle timelines, thereby affecting key College-wide activities.

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### 2. EDUCATION (to be completed by the College)

Education refers to the minimum level of formal education and/or the type of training or its equivalent that is required of an incumbent at the point of hire for the position. This may or may not match an incumbent's actual education or training.

#### Non-Post Secondary

- Partial Secondary School       Secondary School Completion

#### Post Secondary

- 1-Year Certificate       4-Year Degree  
 2-Year Diploma       Masters Degree  
X    3-Year Diploma/Degree       Post Graduate Degree  
 Professional Designation      Specify: \_\_\_\_\_  
 Other      Specify: \_\_\_\_\_

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

A bachelor's degree is a requirement, preferably in business, commerce or information technology.

Specify and describe any program specialty, certification or professional designation necessary to fulfill the requirements of the position.

A Bachelor of Education is also an *asset* in this role.

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

Proficiency with the Microsoft Office suite of programs is essential, particularly Excel spreadsheets. Experience with an enterprise resource planning (ERP) system and Learning Management System (LMS) is required.

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### 3. EXPERIENCE

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfill the requirements of the job at the point of hire into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> 0 – no experience | <input type="checkbox"/> 3 years  |
| <input type="checkbox"/> 1 month           | X 5 years                         |
| <input type="checkbox"/> 3 months          | <input type="checkbox"/> 7 years  |
| <input type="checkbox"/> 6 months          | <input type="checkbox"/> 9 years  |
| <input type="checkbox"/> 1 year            | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months         | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years           | <input type="checkbox"/> 17 years |

Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.

Knowledge and understanding of SCWI Dual Credits, Activities and forums; knowledge and understanding of Academic Operations processes and procedures; knowledge and understanding of high school diploma requirements, high school curriculum and Student Success initiatives such as Specialist High Skills Majors (SHSM) and the Ontario Youth Apprenticeship Program (OYAP), college curriculum and apprenticeships; teaching experience in either secondary or college settings; prior supervisory experience in a mixed labour environment (union/non-union); experience working with a learning management system; excellent written and verbal communication skills.

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### 4. INITIATIVE – INDEPENDENCE OF ACTION

Initiative – Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in controls dictated by computer/management systems.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

1. Planning a new dual credit course or program for a secondary school as part of their secondary school program (e.g. Ontario Youth Apprenticeship; Specialist High Skills Major; Alternative Education Offerings; First Nations emphasis programs).
2. Communicating with an Academic Chair to provide support in meeting the Academic Planning Cycle deadlines and activities.
3. Creating an on-campus SCWI activity in collaboration with school board partners. This may include liaising with Physical Resources, Academic Chairs, Faculty, Support Staff, IT, conference services, food services, etc.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

1. Authorizing a change in responsibilities for the support staff roles supporting the dual credit program or academic operations.
2. Employee discipline or dismissal.
3. Changing the dates within the approved Academic Planning Cycle

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

- College Strategic Plan and Academic Plan
- College Business Plan
- Ministry directives and procedures
- College policies and procedures
- Support Staff and Faculty Collective Agreements and Memoranda of Understanding
- School College Work Initiative – Regional Planning Team Resources
- Ministry of Education – Dual Credit Programs, Policy and Program Requirements
- Collective agreements
- Various legislation including human rights, freedom of information, workplace safety, employment standards

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### 5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgment** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgment.

Give up to three examples of the typical types of errors in judgment that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.

There are a good number of day-to-day implementation challenges associated with the Dual credit program, and maintaining good communication and strong relationships with internal staff (Chairs, AO and other support staff) to promote the benefits of the program and have them continue to support SCWI opportunities for students is important. Lower levels of internal support and willingness to continue to offer particular trades related courses that generate higher levels of revenue and overall contribution to college overhead, could decrease revenue levels from this program.

The college reputation for delivery of quality dual credits is strong and ongoing attention to this at an operational level is critical. A key example of this would be the support of appropriately trained faculty for delivery of dual credits and prompt follow up if/when delivery issues occur.

- Work loading faculty beyond the parameters of the Collective Agreements could result in grievances
- Failing to follow due process and respect individual rights and freedoms when handling student or staff complaints could result in legal action against the college and individual employees
- Budget over-expenditure could result in financial loss to the college

The key focus of this position is on the establishment and development of beneficial partnerships with secondary school partners. Failure to communicate issues effectively and to collaboratively solve problems may lead to the dissolution of a partnership with a particular secondary school teacher, school or even school board. The result of which, may lead to decreased dual credit conversion from that school and/or board.

Failure to monitor annual academic planning cycle and key business processes results in workloads and timetables not being available to students and faculty prior to semester start, or worst-case scenario, timetables are not ready for the semester start. Students are dissatisfied and financial loss could incur as students withdraw from the College. Faculty do not have timetables as per Collective Agreement timeframes and grievance submitted.

In addition, volatile student enrolment numbers create ambiguity and uncertainty in all aspects of Academic Planning and Operations department, therefore, the risks associated with errors in judgement could result in lost revenues, reputational risks, health and safety concerns and faculty grievances.

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### 6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the nature of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counseling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues	Dual Credit Operations Liaison	Regular two-way communications; motivation; workload monitoring; problem solving etc.		X
	Academic Operations staff	Regular two-way communications; motivation; workload monitoring; problem solving etc.		X
	Academic Chairs	Planning and logistics of DC course delivery. Discussions related to Academic Planning Cycle	X	
	Registrar's Office	Student registrations and distribution of grades	X	
	Human Resources	Staffing – recruitment, performance management, issues resolution etc.	X	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	School Board Representatives	Planning and coordination of dual credits		X
	Secondary School Teachers	Advice and referrals re logistical problem solving Student / Course policies	X	
	Other Colleges (Durham/Loyalist)	Networking, problem solving	X	
	Software providers		X	

<b>Occasional (O)</b>	<b>Contacts are made once in a while over a period of time.</b>
<b>Frequent (F)</b>	<b>Contacts are made repeatedly and often over a period of time</b>



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### 7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.\*
- Manages the staff and operations of a division/major department.\*
- Manages the staff and operations of several divisions/major departments.\*
- Acts as a consultant to College management.
- Other e.g., counseling, coaching. Please specify:  
\_\_\_\_\_

\* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

Support staff – 1 Dual Credit Operations Coordinator, 6 FTE Academic Workload and Staffing Specialists, 2 FT Curriculum Officers, 2 FT Timetabling Officers, 1 RPT Timetabling Officer, 1 Business Analyst/Pathways Coordinator.  
Contract faculty (50+)

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### 7b. SPAN OF CONTROL

Span of Control is complementary to Character of Supervision/Functional Guidance. Span of Control refers to the total number of staff for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

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

Type of Staff	Number of Staff
Full-Time Staff	1 Dual Credit Operations Coordinator 6 FTE Academic Workload and Staffing Specialists 2 FT Curriculum Officers 2 FT Timetabling Officers 1 Business Analyst/Pathways Coordinator.
Non Full-Time Staff (FTE)*	2.72. RPT Timetabling Officer and contract faculty
Contract for Service**	
Total:	14.72

\* Full-Time Equivalency (FTE) conversions for non full-time staff are as follows:

#### Academic Staff

Identify the total average annual teaching hours taught by all non full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non post secondary teachers.

#### Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

#### Administrative Staff

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

#### \*\* Contract for Services

When considering "contracts for services", review the nature of the contractual arrangements to determine the degree of "supervisory" responsibility the position has for contract employees. This could range from "no credit for supervising staff" when the contracting company takes full

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responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

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### 8. PHYSICAL AND SENSORY DEMANDS

**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

#### PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting				X	
Driving	X				

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### SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counseling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Multi-year planning for Academic Planning Cycle and Dual Credit Operations.		X				L
Conflict Resolution			X			I
Focus, listen and process stakeholder feedback during meetings and operational conversations.		X				I

### FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

### DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

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### 9. WORKING CONDITIONS

**Working conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

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

#### Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odors, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel – intercampus and external school board meetings	X		

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### Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities that Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous

### Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position: