



# 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 JFS will be provided the incumbent for information purposes and as a job description.

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### 1. POSITION IDENTIFICATION

Position Title: Manager, Operations - Private College Partnerships  
Position Number:  
Pay Band: 11  
Incumbent: VACANT  
Location/Campus: Sutherland  
Division/Department: International  
Immediate Supervisor (title): Associate Vice President, International Recruitment and Services  
Date of JFS:  
Last Evaluated:

#### Type of Position:

- Administrative  Part-Time Administrative
- Sessional Academic  Part-Time Academic
- Part-Time Support  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: \_\_\_\_\_ Date: \_\_\_\_\_

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

## 2. POSITION SUMMARY

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

Reporting to the Associate Vice President, International Recruitment and Services, the Manager, Operations – Private College Partnerships is responsible for overseeing the operation and performance of systems, processes, and procedures to integrate students studying at Fleming College Toronto (FCT) to Fleming College, from applicant to graduate. The incumbent works towards the achievement of the goals for public-private partnership through interaction with the private partner and a variety of college departments (International, Finance, Registrar's Office, Academic, Marketing).

The incumbent is responsible for operationalizing the Private College Partnership model within the parameters set by the Ministry of Colleges and Universities (MCU) in the province of Ontario and ensuring the partnership is aligned with the province's standards of practice for international education. The Manager will put in place quality assurance mechanisms ensuring that the partnership location(s) operate with the same student protections and standards of services, accountability, and quality assurance as the college home campuses.

The incumbent works closely with the Registrar's Office and the Finance department to monitor enrollment, tuition payments, refunds, withdrawals at FCT. The incumbent will also be responsible for supporting the Registrar's Office every semester to ensure that students at FCT who have successfully completed their studies are eligible to graduate from Fleming College through grade transfers and audits.

The incumbent works with the academic departments to liaise in the implementation of programs at FCT.

The Manager, Operations – Private College Partnerships will be the primary contact **for all Private/Public Partnership activity** at Fleming College.

The incumbent is responsible for ensuring the Public College – Private Partnership is revenue generating and operationalized efficiently through the above listed activities.

## 3. KEY DUTIES

Provide a description of the positions key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

Key Duties	% of Time
<b>1. Operationalization</b>	<b>(60%)</b>
<ul style="list-style-type: none"><li>Plans, develops, and implements quality, efficient admission processes and procedures to integrate international student applications from private partnership to Fleming College systems. This includes recommending and establishing admission and selection criteria that are appropriate, objective, and transparent.</li><li>Oversees and resolves escalated, often complex admissions issues and appeals, which includes making decisions to allow exceptions to College and/or Ministry directives (in concert with the Registrar).</li><li>Monitors and maintains reports and appeal records.</li><li>Oversees the team that ensures the overall operation and performance of systems, processes and procedures, data exchange with partner organization, to integrate international students at private partnership from applicant to graduate of Fleming College.</li><li>Ensures timely and accurate posting of tuition payment, deferral requests and withdrawal requests.</li><li>Monitors and approves tuition refunds made to students from private partnership.</li></ul>	

- Works collaboratively with the Finance department to complete financial reconciliation with private partner every semester.
- Promotes and maintains strong collaborative working relationships with other internal offices including the International Recruitment team, Registrar’s Office, Marketing and Communications, Student Success, Financial Aid, and academic departments to ensure a smooth and efficient integration of international students enrolled at FCT (admissions, records, student accounts).
- Builds and maintains relationships with off-site partners; resolves issues arising between private partner and Fleming College.

**2. Chief Liaison (20%)**

- Under the direction of the Associate Vice President, International Recruitment and Services, the incumbent liaises with the relevant Partnership project stakeholders to ensure the successful delivery of Fleming College programs at the partner’s campus.
- The incumbent is responsible for promoting and representing Fleming College, through the following activities: participating and/or representing the College with relevant boards or committees of government and non-government organizations advocating international education initiatives, policies and procedures.
- Working closely with academic and service departments, the incumbent monitors the involvement and cooperation process with College departments and identifies areas for improvement.
- Provide support to off-site partners as required to assess program delivery needs.

**3. Recruiting (15%)**

- Works with FCT to monitor and maintain a list of educational agents that recruit for the private partner.
- Remains current on information about recruitment, admissions, advising and successful programmes customized to incorporate the specific needs of international students (immigration, orientation to Canada, peer support, integration and lifestyle adjustment, health-related issues, etc.).
- Monitors international student enrolment at FCT and ensures targets are met.

**4. Other duties as assigned (5%)**

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**TOTAL: 100%**

## 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. Liaising with off-site partners and agencies to negotiate business relationships, including fees and other financial elements and preparing documents such as a Memo of Understanding for Senior Management. The incumbent is responsible for taking the lead in responding to new or changing Ministry / Legislative requirements, including compliance.
2. Make recommendations for international students admission, taking into consideration world events, visa requirements, tight timelines, etc.
3. Review and recommend international policies on recruitment and program delivery to Senior Management that enhance international registrarial services; as well as create procedures which meet registrarial and College requirements that facilitate admission and registration of International students, and takes into consideration the unique needs of international students.

## 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.

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.

### Non-Post Secondary

Partial Secondary School

Secondary School Completion

### Post Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Masters Degree

3-Year Diploma/Degree

Post Graduate Degree

Professional Designation

Specify: \_\_\_\_\_

Other

Specify: \_\_\_\_\_

**Specify and describe any program speciality, certification or professional designation necessary to fulfil the requirements of the position.**

- Focus on Business, International Business Management or Marketing, Public Administration or Financial Management, or equivalent
- Quality assurance management considered an asset
- Project Management Certification considered an asset

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

- Strong understanding of information technology, business information intelligence tools and web-based services.
- Well-developed knowledge of computer-based record systems combined with skills and experience in maintaining student records on a large computerized record system.
- Strong knowledge of financial practices and procedures within a highly regulated environment.
- Demonstrated planning, project management, organization and time management skills.
- Strong persuasion, influencing and collaboration skills.
- Exceptional interpersonal and customer service skills including responsiveness and the ability to work effectively with customers and staff in complex and volatile situations.
- Deep appreciation for and understanding of diversity and inclusion.
- Demonstrated success as a communicator in an intercultural context and sensitivity to the complexities of cross-cultural communication including strong negotiation and conflict resolution skills.

- Fluency in a second language, ideally Hindi, Punjabi, Mandarin, Arabic, Farsi, Russian, German, Vietnamese, Tagalog, Spanish, Ukrainian, or Portuguese, is preferred.

### 3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil 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           | <input checked="" type="checkbox"/> 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.

- Sales and marketing: College admissions; international student recruitment; presentations; project management; proposal writing; financial management; budget forecasting and management; creative problem solving and conflict resolution.
- Customer service: A firm understanding, along with: maturity and the ability to manage relationships with independent contractors and partners; computer skills; international education/study abroad experience highly desirable.
- Quality Assurance: understanding the relationship between inputs, throughputs and outputs, experience in program standards application, and compliance measurement.

#### 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. Allocates resources within approved budget, including recommending investments to make for new international market development
2. Develop agent contacts and manage relationships

**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. Set strategic initiatives, annual goals, revenue targets and business plan
2. Expenditures outside established budget or beyond level of authorization
3. Confirm new agencies and/or agents, finalize agreements and contracts

**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.**

- Government regulations and international protocols including Citizenship & Immigration Canada policies dealing with study permits
- Program and admissions standards
- Academic operating procedures
- College policies
- Budget guidelines
- Student manual
- Ministry of Advanced Education, Skills and Development binding directives
- Occupational Health and Safety policies
- Respectful Workplace Policy
- Collective agreements

## 5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** 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 judgement.

**Give up to three examples of the typical types of errors in judgement 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.**

1. Inappropriate business practices or selection of incorrect agents/partners overseas could seriously jeopardize the college's and Canada's reputation - errors in judgment with overseas agent agreements could result in loss of students, legal action being taken against the college, or students entering the country illegally (Visas not obtained, or obtained under false pretenses);
2. Ineffective Quality assurance review resulting in subpar program delivery could undermine the College's reputation with current and prospective students and key influencers, resulting in a negative impact on enrolment, reputation, and college revenue;
3. Inappropriate student advising for program selection could lead to student dissatisfaction and withdrawal; poor attention to customer services could lead to problems in acquiring student referrals.

## 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, counselling.

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.	Supervisor	Reporting day-to-day operations		X
	Marketing	Promotion materials, banners, website, consultation	X	
	Student Advising	Departmental day to day		X
	Student Services	International payments, enrolment etc. Status of applicants		X
	Admissions Registrar	Policy issues, changes in status, enrolment updates	X	X
	Deans/Academic Chairs	Issues involving international students/programs, course synopsis review, program review	X	
	International Students	Day to day operations, help to resolve problems, emergency issues, arrival, home stay etc.		X
	Finance	Financial reconciliation of enrolment to revenue, payment to agents, payments to private partners, general		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	MCU	Policy on international students, policy on private partnerships	X	
	Educational Agents	Day to day operations, negotiation		X
	Recruitment representation in country	Consultation and in country support for recruitment	X	
	CICan	Consultation and resource material		X
<b>Occasional (O)      Contacts are made once in a while over a period of time.</b> <b>Frequent (F)      Contacts are made repeatedly and often over a period of time.</b>				

## 7. a) 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.

Required to coordinate, control and provide general supervision for the entire division including the quality and quantity of work, and overall achievements. Responsible for hiring, motivating, promoting, appraisal, discipline and terminating staff.

(/) 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., counselling, coaching. Please specify:

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\* 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.

Direct Reports:

International Student Enrolment Specialists

Indirect Reports:

## 7. b) 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
Non Full Time Staff (FTE) *	0
Contract for Service **	1+ agents
<b>Total:</b>	<b>2+</b>

\* **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 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.

## 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
Walking		X			
Lifting	X				
Sitting			X		

### 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, counselling, 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
Program Review			X			Long
Policy Implementation		X				Long
Assess impact of government policy changes			X			Long
Continuous interruptions, multiple activities occurring simultaneously			X			Long

**FREQUENCY:**

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

**DURATION:**

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

## 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, odours, 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
Abuse, possibly from irate staff, faculty or students	X		
Travel to FCT			X

### 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
International Travel, different countries with varied amenities	X		
Air Travel	X		

### Frequency:

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