



# 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 College's Administrative 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.

### POSITION IDENTIFICATION

**Position Title:** Continuing Education Manager  
**Position Number:** AC0103  
**Pay Band:** 11  
**Incumbent:**  
**Location/Campus:** Sutherland  
**Division/Department:** School of Environmental and Natural Resource Sciences, Trades & Technology, and General Arts & Science  
**Immediate Supervisor (title):** EVP, Health  
**Date of JFS:** June 10, 2024  
**Last Evaluated:** October 28, 2022

### Type of Position:

- Administrative  Part-Time Administrative (.5 FTE)  
 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: \_\_\_\_\_

## POSITION SUMMARY

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

In collaboration with the Dean, the incumbent will play a major role in developing a Continuing Education (CE) school strategy and direction that is informed by the Academic and Strategic Plan initiatives as well as the goals of the individual School and affiliated organizations.

In consultation with program teams, this position has overall responsibility for identifying supplemental educational needs for the students, businesses, affiliated organizations and communities that the School serves. Particular emphasis will be placed on programs and courses that will provide professional experiences, upskilling, paths to career change and professional growth. Establishing and maintaining relationships with community and industry partners will be a key aspect of the role.

The Continuing Education Manager is responsible for the operational components of Contract Training (CT) within the school and affiliated organizations, including organizing resources, rooms and schedule, investigating opportunities, off-site logistics, navigating concerns, insurance and costing for CT delivery.

The incumbent also has primary responsibility for project/budget/financial management, planning and operations for CECT courses and programs within the school and affiliated organizations and is the escalation point for resolving complaints and issues for internal/external clients.

The incumbent oversees all elements of funded projects – financial, marketing/communications, curriculum coordination, data entry and analysis, and government reporting.

The incumbent will collaboratively with Marketing to lead and develop marketing strategies for CECT activities within the School and affiliated organizations.

In collaboration with the Academic Chair, the incumbent will be responsible for sourcing, recruiting and managing faculty and technicians.

## 1. 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.

- |  | <b>% of Time</b> |
|--|------------------|
| 1. <u>CECT Program Development &amp; Leadership (30%)</u>  |                  |
| • In collaboration with the School leadership team, develop a CE School strategy and direction that is informed by the Academic and Strategic Plan Initiatives;  |                  |
| • In collaboration with the Dean, lead, plan, organize and evaluate the course and program development of learner/customer centered products and services for part-time or contract training delivery. |                  |

- Evaluate program proposals, structure curriculum, and develop programs in collaboration with School leadership, faculty, and advisory committees, as appropriate; creates and maintains a diverse and extensive schedule of CE opportunities within the School and affiliated organizations; prioritize programs and courses that will provide professional experiences, upskilling, paths to career change, supplemental skill development and professional growth;
- Leads the implementation of school and affiliated organizations CECT initiatives and models that are appropriate for CECT and the Schools in the Academic Division and externally. Works collaboratively with relevant stakeholders (e.g. Deans/Chairs, service departments, unions, etc.) ensuring sufficient delivery of services for students and adherence to collective agreements.
- Responsible for leading new program development and implementation which includes market research analysis, the development of comprehensive program proposals, credential validation service applications, financial and business case, presentations and approval by the ministry and board of governors as well as coordinating the development of curriculum, and program plan launch.
- Leads the implementation of all CECT programs/courses, including contract/professional training ensuring profitability, quality, effective client relationship management, staffing and credentialing.
- Initiate research inquiries via Fleming Institutional Research Office and/or evaluating research for development of courses and programs;
- Explore and assess alternative modes of delivery in relation to curriculum and client needs;
- Foster excellence through innovation and continuous improvement by conducting needs assessments, college and industry determined quality assurance practices and protocols and oversees the incorporation of results into program offerings;
- Ensure the viability/quality of offerings through a continual process of evaluation and review;
- Coordinate availability of learning resources and equipment
- Responsible for ensuring complaints, student questions and concerns are addressed in a timely manner and in accordance with college policies and procedures.
- Ensures alignment with administrative processes and operating procedures to meet the needs of students, client groups, and community partners and government ministries/agencies.

## 2. Business Development & External Relations: (40%)

- Establish long-term partnership relationships with clients, community and industry partners and affiliated organizations, assessing their development and training needs in order to identify new markets and emerging trends for continuing education and contract training offerings ;
- Responsible for strategic business development which generates financial returns from courses, programs and contract training through the effective development and marketing of courses and programs including identifying and connecting with potential clients, communication strategies, partnerships and promotional campaigns;

- Responsible for the successful initiation, planning, design, execution, monitoring, controlling and closure of funded projects. Creation and delivery of processes that support effective operations of projects in alignment with funder requirements.
- Promote the activities of CECT within the College and affiliated organizations and represent the school in professional and community organizations including related agencies and boards of education;
- Form, maintain and facilitate the work of CE Program Advisory Committees (PAC) and reference groups, as necessary; participate in non-CE PACs and reference groups, as appropriate;
- Develop effective marketing strategies to promote the school's and affiliated organizations programs that ensure maximum exposure of the program offerings to the relevant constituents at the optimal time with emphasis on flexibility and agility;
- Collaborate with Marketing and Dean to develop appropriate marketing material and identify target markets and assist with execution of marketing strategies.
- Collaborate with stakeholders in setting goals and strategies and expand access of customer base to all program areas within the organization;

### 3. Human Resources and Financial Management (30%)

- In collaboration with the Academic Chair, accountable for effective recruitment, selection, orientation, evaluation, training and development of program specialists, part-time faculty, and technicians for CECT programs within the School and affiliated organizations, in accordance with the College recruitment, job evaluation, and performance management processes.
- Works in collaboration with HR and the Teaching & Learning Specialists to identify and provide development opportunities for faculty.
- Responsible for coordinating the orientation program for new CECT employees within the School and affiliated organizations.
- Ensure compliance with all aspects of the collective agreements and works collaboratively with Human Resources to enhance the College partnership with its union locals.
- Participate in the development of the annual budget and ensure that resources are monitored and allocated to meet the financial targets of the program area. Margins must be monitored through continuous maximizing of revenues and controlling of expenses;
- Makes collaborative decisions in alignment with financial model regarding the running/cancellation of courses.
- Ensures health and safety and ergonomic needs of direct reports are proactively addressed, that issues are appropriately resolved and that safety procedures are enforced, in compliance with the Occupational Health and Safety Act.
- Responsible for ensuring direct reports receive appropriate health and safety training.

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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.

- In collaboration with Dean, develops a CE school strategy and direction that is informed by the Academic, Business and Strategic Plan initiatives as well as the goals of the individual School. Incumbent has overall responsibility for identifying supplemental educational needs for the students, businesses, organizations and communities that the School serves, particularly programs and courses that will provide professional experiences, upskilling, paths to career change and professional growth.
- Responsible for strategic business development which generates financial returns from courses, programs and contract training through the effective development and marketing of courses and programs including identifying and connecting with potential clients, communication strategies, partnerships and promotional campaigns.

## 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

Master's 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.**

4-year degree in a relevant discipline.

**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).**

## 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.**

- A minimum of 5 years of relevant experience in a combination of the following areas:
  - Business development experience
  - Professional experience in the field or discipline;
  - Leadership experience preferred
  - Post-secondary teaching experience
  - Demonstrated knowledge of adult education including curriculum design and evaluation.
  - Demonstrated strong experience/skills in sound business practices and strategy including business development, planning and marketing.
- Excellent communication (oral and written) and interpersonal skills, a high degree of initiative, and the ability to function independently and interdependently as part of a high performing team.
- Strong technical skills are required (e.g., word processing, excel, e-mail, internet).
- Process-oriented with proven experience seeking out funding / retraining opportunities as well as developing, presenting and evaluating proposals.
- Superior analytical and problem-solving skills required to identify alternatives and resolve client issues.
- Demonstrated ability to work effectively with individuals at all levels of an organization, as well as sensitivity to the nuances of verbal and written communications.
- Requires excellent interpersonal, communication and negotiating skills in a wide variety of situations, including contract negotiations.
- Adaptability within a flexible work environment, including travel to other campuses and client locations, as well as additional hours for occasional weekend and evening activities.
- Ability to maintain strong critical thinking and analytical abilities while coping with interruptions and manage changing demands on an on-going basis.
- Include language collaboration and partnership with key stakeholders both internally and externally and include experience making community connections.

#### **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.**

- Hiring contract faculty and technicians
- Looking internally/externally at supplemental educational needs for students, businesses, organizations, and communities
- Monitoring and tracking program budgets

**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.**

- Discipline/termination of employees
- Pursuing new business development opportunities, discussing partnership agreements with community partners, corporations and associations

**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 Policies/Procedures, Collective Agreements, Ministry guidelines, Colleges Ontario, National and Provincial funding guidelines
- Various legislation including human rights, freedom of information, workplace safety, employment standards
- Quality assurance procedures and guidelines
- Advisory committee guidelines/recommendations



## 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, effects on staff, students, clients or public.**

- Inappropriate selection or supervision of contract faculty/technicians could result in student complaints/appeals, grievances and failure to achieve learning outcomes leading to adverse impact on the College's reputation in the community.
- Under estimating results in financial loss to the College.
- Inability to manage risks associated with contract development and fulfillment.
- Failure to identify new programs and partnership opportunities could result in loss of opportunity, revenue and reputation for the College and downsizing of operations.

## 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.

Position contacts are both inside and outside the organization. Internal contacts range from managers, faculty and front-line service staff and students. Requires excellent interpersonal, communication and collaboration skills in a wide variety of situations.

External contacts include corporate partners, community partners, other organizations, Ministry officials. Requires skill to collaborate, influence and obtain cooperation and support.

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.	Direct reports	Regular two-way communication, motivation, updates work assignment, problem solving and resolution, conflict resolution, project planning		X
	Faculty and Subject Matter Experts	Regular two-way communications; motivation; workload assignment; curriculum development; problem solving; coaching and development; etc., collaboration/consultation on curriculum development, Professional development plans (PD plans) proposal development, operational planning, course equivalencies		X
	Dean	Periodic updates, annual objective setting, discussion of issues, consultation, strategic development, program development		X
	Students	Conflict resolution/mediation, escalation of student concerns	X	
	Service Departments (HR, Physical Resources, Student Services, Registrar's Office etc.)	Resolution of issues, collaboration on projects, adjustments to business processes, seeking advice and support, system/process changes		X
	Learning Design and Support Team	Collaboration on curriculum development, development opportunities.		X
	Academic Quality	Collaboration on quality assurance processes and program review		X
	Marketing	Collaboration on marketing plans and strategies		X

External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and public.	Professional associations/School Boards/Industry/Community Groups	Networking, business development, investigate new opportunities and maintains current ones, establish partnerships, recruit subject matter experts, negotiate contracts obtain cooperation, build consensus, outreach activities		X
	Counterparts at other colleges and universities, ministries	Information sharing, networking, discussion of potential partnership opportunities, respond to accreditation requirements and trends.		X
	Advisory Groups	Development, information, marketing assistance, program development and renewal, networking and subject matter expertise		X
<b>Occasional</b> <b>Frequent</b>	<b>(O)</b> <b>(F)</b>	<b>Contacts are made once in a while over a period of time.</b> <b>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:  
  
\_\_\_\_\_

\* 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: Contract faculty & support staff

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	
Non Full Time Staff (FTE) *	1 – 2 FTE (multiple contract faculty/techs teaching CE courses)
Contract for Service **	
<b>Total:</b>	1 – 2 FTE

**\* 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
Sitting at a desk				X	
Standing/walking		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
Listening in meetings				X		
Reading and analysing information				X		
Prepare reports, program proposals, business cases			X			

**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
Travel to other College locations and to visit clients and partners		X	
Evening and weekend activities	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

### 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.