

Job Fact Sheet Questionnaire

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.

POSITION IDENTIFICATION

DATE: November 3, 2025

College: St. Lawrence College
Incumbent: Vacant
Position Title: Associate Director, Program Innovation
Position #:
Classification: Pay Band 12
NOC Code:
Division/Department: Program & Data Innovation
Location/Campus: Tri-Campus
Immediate Supervisor (title): Director Program & Data Innovation

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

Job Fact Sheet Questionnaire

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.

The Associate Director, Program Innovation is responsible for leading the design, development, and execution of strategies that advance innovative programming at the college. This role ensures that new programs align with emerging trends in post-secondary education, meet the needs of Eastern Ontario communities and employers, and are developed and launched efficiently to support the college's enrolment targets. The Associate Director plays a key role in identifying and cultivating partnerships with other institutions, optimizing program relevance while minimizing costs.

The Associate Director, Program Innovation provides operational leadership in the design, development, and approval of new academic programs to ensure alignment with the college's strategic goals, labour market needs, and regulatory requirements. This role leads a cross-functional team responsible for the end-to-end program development process—from concept to launch—and plays a critical role in identifying program opportunities, guiding institutional approvals, and ensuring compliance with provincial quality assurance frameworks. The Associate Director is a key liaison with internal and external parties, including Ministry bodies, regulatory agencies, and industry partners, and champions flexible and innovative approaches to program delivery, such as micro-credentials, hybrid learning, and modular pathways.

KEY DUTIES

Provide a description of the position's 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

- | <u>KEY DUTIES</u> | <u>% OF TIME</u> |
|---|------------------|
| 1. Strategic Innovation and Leadership | (35 %) |
| <ul style="list-style-type: none">• Provides advice and guidance to senior leaders, Deans, Associate Deans and cross-functional development teams on ministry directives, credential validation and PEQAB.• Design and implement strategies to identify, evaluate, and launch innovative new programming, staying current with advancements in post-secondary education, technology, and workforce development to inform agile and responsive program development practices.• Design and lead the college's new program development process in alignment with institutional priorities, community needs, and emerging labour market trends.• Identify and assess new program opportunities through comprehensive environmental scanning, skills forecasting, and academic portfolio gap analysis.• Promote and embed flexible learning models (e.g., micro-credentials, hybrid, hyflex, modular) and experiential learning into new program designs.• Provide leadership in the area of innovative curriculum design and development for new and reviewed programs, including support for flexible delivery (eg online synchronous and asynchronous, hyflex, hybrid) | |

Job Fact Sheet Questionnaire

- Identify and establish strategic partnerships with other post-secondary institutions, industry, community partners, Indigenous communities and other parties to co-create new programs. Leverage collaborations to maximize program relevance, strengthen student outcomes, and minimize costs to the college.
- Develop and execute communication strategies considering all interested parties.
- Participate on provincial committees and working groups as required.

2. Program Development Oversight

(35%)

- Provide leadership to cross-functional teams for the end-to-end process of new program development (feasibility studies, approvals, curriculum development, course development and launch planning), mitigating risks to ensure timely program launch.
- Oversee development timelines, resource planning, and internal governance processes including SEM committees, Program Advisory Committees (PACs), Senior Leadership, and Board of Governors.
- Ensure full compliance with college policies, provincial standards, regulatory bodies, the Framework for Programs of Instruction, ministry Binding Policy Directives, CVS, PEQAB, and OCQAS.
- Serve as the primary liaison with external approval and accreditation bodies.
- Responsible for oversight and final approval of the submission of all documentation to appropriate approval bodies (internal and external) to support the application for new program development.
- Lead process improvements to streamline program and course development.
- Establish benchmarks, metrics, and reporting structures to track performance of program innovation initiatives.
- Work closely with internal stakeholders to align new program development with enrollment planning and institutional strategy

3. Academic Leadership and Organizational Effectiveness

(20%)

- Provides leadership and supervision to the daily activities of the Program Innovation team fostering an inclusive, innovative team culture that aligns with a service mindset and aligns with college values.
- Provides mentorship and professional development opportunities to team members, encouraging their growth and career advancement.
- Fosters a culture of inclusion and belonging by embedding principles of Equity, Diversity, and Inclusion and honouring Indigenous ways of knowing and being in all aspects of team leadership.
- Maintain a high level of performance through effective recruiting, selecting, developing, motivating, evaluating and training of staff within the assigned portfolio.
- Supports the Director in the development and monitoring of the operating budget.

4. Other Duties as assigned

(10%)

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.

- a) Prioritizing new program proposals across competing academic areas. Requires deep analysis of labour market trends, community needs, internal capacity, determining enrolment projections and financial viability. The incumbent must weigh competing proposals, consult with various parties, assess risk, and recommend which programs to advance given finite resources and institutional priorities.
- b) Determining the optimal delivery model for a new program (ie in-person, hybrid, online etc). Involves thorough research and understanding of learner preferences in the given field. The incumbent must make evidence-informed decisions balancing accessibility, quality, scalability, and innovation to meet diverse learner and employer needs
- c) Approving final submission of program proposals for internal and external review. Requires verifying that all elements (learning outcomes to compliance with ministry and regulatory standards) are met. The incumbent must decide whether a proposal is ready for approval, identifying risks and potential consequences of submission delays, rejections or reputational impact.

Job Fact Sheet Questionnaire

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:

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

Bachelor's degree in Education, Curriculum Development or a related field or equivalent experience.

B) 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, operating equipment).

- Applied and theoretical background in curriculum and competency-based learning.
- Strong knowledge of Ontario's postsecondary regulatory landscape (ie ministry, PEQAB, OCCAS, CVS).
- Proven ability to lead cross-functional teams and manage complex projects.
- Exceptional strategic thinking, communication and analytical skills.
- Knowledgeable in flexible learning models and industry-engaged program design.

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**

Job Fact Sheet Questionnaire

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:

- | | |
|---|---|
| ☐ no experience required | ☐ 4 years |
| ☐ 3 months | ☐ 5 years |
| ☐ 6 months | ☐ 7 years |
| ☐ 1 year | ☒ 9 years |
| ☐ 18 months | ☐ 11 years |
| | ☐ 12 years |
| ☐ 2 years | ☐ 13 years |
| ☐ 3 years | ☐ 15 years |
| | ☐ 17 years |

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

- Strong familiarity with the Framework for Programs of Instruction outlined by the Ministry, Ontario College Quality Assurance Services/Credential Validation Service (OCQAS/CVS) requirements and PEQAB Standards.
- Experience in curriculum and program development and student assessment from a learning outcomes perspective, curriculum mapping, the development of new programs, and the development of competency-based learning.
- Experience in designing courses in a variety of deliveries including in-person, hybrid, and online courses at the post-secondary level.
- Proven experience in writing learning outcomes and participating in course/program development processes as well as curriculum alignment exercises.
- Experience in creating synergies across various units and building relationships with key parties.
- Proven ability to work independently and collaboratively as part of a team and participate in consultative decision-making.
- Demonstrated organization, managerial, and project management skills.
- Ability to coordinate and carry out long-term projects with minimal supervision.
- Ability to produce quality written documentation and to present orally in a manner that is effective to a wide range of audiences.

Job Fact Sheet Questionnaire

- Excellent interpersonal and problem-solving skills to support individuals with a wide variety of skillsets.
- Commitment to inclusive practices
- Focused on continuous quality improvement
- Adaptable and positive in response to challenge and change

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.

A) 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.

- a) The incumbent decides on the scope, sources and methodologies used to gather market intelligence to support program proposals.
- b) Direct preparation of support materials, templates and documentation to support Program Review & Renewal and New Program development in accordance with the college and Ministry guidelines
- c) Creating policy documents relating to curriculum development/mapping or program development.

B) 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.

- a) While incumbent provides recommendations based on data and strategic fit, final decisions on which programs to advance is made by the Director or executive leadership.
- b) Any decisions involving the reallocation of budget or hiring additional external contractors must receive approval.
- c)

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.,

Job Fact Sheet Questionnaire

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
- College policies and procedures
- Approval processes for college programming.
- Approval Handbooks and guidelines for degree submission (PEQAB)
- Ministry Binding Policy Directives
- Apprenticeship Act
- Freedom of Information Act, Privacy Act
- Collective Agreement
- OCAS data

Job Fact Sheet Questionnaire

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.

- a) Overlooking key accreditation or regulatory requirements during program design could delay program approvals, resulting in costly redesign efforts or jeopardize the college's ability to offer the program, impacting timelines, financial forecasts and ministry confidence.
- b) Inadequate research or using inaccurate data leading to the wrong programs being recommended could result in financial loss to the college.
- c) Incumbent does not provide adequate training, mentoring, or support to Curriculum Specialists which could result in not meeting Ministry requirements and/or lower quality learning experiences for students.

Job Fact Sheet Questionnaire

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	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.				
	Deans and Associate Deans	New programming and program review initiatives.		X
	Program Coordinators and other faculty	s/a		X
	College Departments (eg RO, Finance, Global Learning, SCTL, etc.)	s/a		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Government/Ministry Officials/College System representatives	Discussion of relevant policy directions, program guidelines and criteria; Contribute to policy re: labour market needs/changes to requirements.	X	
	External regulatory bodies and approval bodies (CVS/PEQAB)	Discussion of approval requirements and processes	X	
	Other Colleges/Universities	Promote strategic partnerships; share best practices	X	

Job Fact Sheet Questionnaire

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	Program Advisory Committees	Reviewing curriculum relevance Presenting curriculum and program materials and providing explanation of government program requirements Seeking approval to proceed to the ministry for program approval	x	
Occasional (O) Frequent (F) Contacts are made once in a while over a period of time. Contacts are made repeatedly and often over a period of time.				

Job Fact Sheet Questionnaire

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.
Advises Director on matters related to the ministry, OCQAS and PEQAB.
Advises Associate Deans and Deans on matters related to Ministry requirements
- ☐ 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.

- Program Developers
- Instructional designers
- Digital asset creation teams (internal and external)
- Faculty engaged in program development program review & renewal

Job Fact Sheet Questionnaire

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	7
Non Full Time Staff (FTE) *	1
Contract for Service **	Various
Total:	

*** 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.

Job Fact Sheet Questionnaire

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	
keyboarding				X	
Driving (tri-campus travel)	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
Focused and concentrated listening skills during meetings planning sessions and when handling conflict resolutions.			X			L

Job Fact Sheet Questionnaire

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Researching, documenting and writing reports. Feasibility studies, proposals etc.			X			L
Reading, interpreting and analyzing written materials.			X			L

Job Fact Sheet Questionnaire

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.

Job Fact Sheet Questionnaire

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.

Note on Travel: St. Lawrence College has adopted the following guidelines for travel. From the list below, please indicate which category best describes the travel required for the position.

1. *Local travel on a regular basis up to 2 times per week.
Out-of-town travel on a regular basis 1 – 2 times per month.*
2. *Local travel on a regular basis more than 2 times per week.
Out-of-town travel 2 – 8 times per month.*
3. *Out-of-town travel on a regular basis more than 8 times per month.*

Types of Activities That Involve Job Related Unpleasant Environmental Conditions. Include travel requirements (if any).	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel to other campuses may be required occasionally with occasional out of town travel to other locations	X		

Job Fact Sheet Questionnaire

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
Sitting all day at a computer can lead to musculoskeletal issues, poor circulation and eye strain.			X

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:

Please save form in the following format: "Position Title – Department – Incumbent".
Please note formatting errors will be corrected if necessary.
To cursor from one entry point to the next please use the arrow keys or Tab.