

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: 13-Jan-2026

College: St. Lawrence
Incumbent: Vacant
Position Title: Project Manager, Program Innovation
Position #: NEW
Classification: Pay Band 10
NOC Code:
Division/Department: Program & Data Innovation
Location/Campus: Tri-Campus
Immediate Supervisor (title): Associate Director Program & Data Innovation

Type of Position: Full-time

☒ Administrative

☐ Part-Time Administrative

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: _____

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POSITION SUMMARY

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

Reporting to the Associate Director Program Innovation, the Project Manager Program Innovation will plan and manage many projects at one time, utilizing appropriate project management methodologies to ensure new programs and related courses are delivered in scope, on time, and within budget. The incumbent's expertise and experience in Project Management will determine the best tools and methodologies to plan and execute projects, manage project dependencies and resources while mitigating risks. The incumbent will be proactive in identifying project issues and be responsible for finding a viable solution.

Ongoing activities will include managing the entire lifecycle of new programs, including establishing necessary processes and templates to streamline development, organizing multi-functional program or course development teams, developing and overseeing task schedules and Gantt charts, recommending resource requirements, managing project dependencies, engaging with appropriate members throughout the college, risk identification and mitigation strategies, progress monitoring and reporting, communications, recommend solutions for any project issues, and monitor the budget.

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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
1	Project Management <ul style="list-style-type: none"> Oversee the full lifecycle of program and course development projects, from initial concept and feasibility analysis to launch and evaluation for a multitude of new programs and related courses simultaneously. Accountable for determining appropriate project management methodology to plan and manage the entire lifecycle of multiple complex projects to ensure projects are completed within scope, on time and within budget. Adhere to SLC Project Management standardized processes and utilize SLC Project Management tools. Coordinate with faculty, academic departments, and curriculum committees to ensure timely development of course content, learning outcomes, and assessments. Work creatively and analytically in a problem-solving environment demonstrating teamwork, innovation and excellence. Prepare detailed project plan for all phases of the program and course development and ensure tasks are completed on time. Identify and manage project dependencies and ensure tasks are scheduled in appropriate sequence. Understand and identify the relationship between dependencies in task management to determine risks to project timeline. Anticipate and recommend solutions to issues. Understand interdependencies between technology, operations and business needs. Provide leadership for cross-functional teams by coaching and motivating team members to meet project goals, adhering to their responsibilities and milestones. Chair meetings. Assess and recommend both internal and external resource requirements to ensure the program and course development is properly resourced to meet the deliverables within the expected timeline. Create project budget and track all costs to ensure completion within budget. Procure adequate resources to achieve project objectives in planned timeframes. Define the statement of work and specifications for the requested goods and services. Identify risks and recommend mitigation strategies. Oversee the execution of the strategies to ensure the impact to the project is minimized. Anticipate, identify, monitor and resolve issues and conflicts as they arise. Select and report on project success criteria results. Develop and deliver progress reports regarding milestones, deliverables, dependencies, risks and issues, communicating across leadership. Maintain comprehensive documentation, including project plans, schedules, status reports and other relevant documents. Identify opportunities to improve project management processes and tools for program and course development. 	70%

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	Key Duties	% of Time
	•	
2	Communications <ul style="list-style-type: none"> Creates and executes strategic Communications Plan for each new program Collaborate with the Communications team to develop and approve content for updates utilizing communication methods appropriate to each group. Manages and evaluates internal communications. Collaborates with Marketing and the Registrar's Office to ensure internal and external webpages, social media accounts and other digital communications tools accurately report new programs. 	20%
3	Other Duties as Assigned <ul style="list-style-type: none"> Other duties may be assigned. 	10%
	TOTAL	100%

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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. The management of many large, complex projects and programs simultaneously. It requires the ability to effectively prioritize and balance requirements and schedules for individual projects, competing projects and operational priorities, to achieve strategic goals.
2. The incumbent must determine how to allocate resources effectively including human resources, budget, time, and technology to ensure the project's success while considering constraints such as deadlines, budget limitations, and team capabilities.
3. The incumbent is responsible for identifying, assessing, and mitigating risks that could impact the project's success. This involves making difficult decisions about which risks to prioritize and how to address them within the project plan. They must weigh the potential impact of each risk against the cost and feasibility of mitigation strategies.

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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.

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.

Three-year post-secondary diploma/degree (or equivalent) in a relevant field of study such as Business Administration. An equivalency of education, training and experience may be considered.

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).

- Strong leadership and interpersonal skills, with the ability to collaborate effectively with diverse parties. building consensus among diverse groups. Strong conflict resolution skills will be necessary.
- Excellent problem-solving abilities and decision-making skills to find solutions to risks, project dependencies and other issues.
- Advanced planning, time management, organizational, and prioritization skills.
- Proficiency in project management tools and software.
- Strong communication skills, capable of engaging with technical and non-technical users.
- Excellent organizational and time management skills to manage multiple priorities and meet deadlines while providing quality customer service.

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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"/> no experience required | <input type="checkbox"/> 4 years |
| <input type="checkbox"/> 3 months | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 11 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 13 years |
| <input type="checkbox"/> 3 years | <input type="checkbox"/> 15 years |
| | <input type="checkbox"/> 17 years |

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

Minimum five (5) years of experience, which will include the following experience aspects:

- Experience in managing program and course development projects.
- Experience in project management for complex projects and group facilitation.
- Experience with creating and managing project budgets and identifying required resources.
- Experience in providing status updates to both internal and external parties.
- Experience in preparing written materials and presentations to communicate concepts, plans and results to various audiences.

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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.

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.

- Independently develop and manage detailed project timelines and work plans for new program and course development, adjusting schedules and priorities as needed to ensure milestones are met and resources are effectively utilized.
- Identify potential barriers or delays in program development processes (e.g., course approval bottlenecks, resource gaps, misaligned timelines) and proactively recommend solutions to keep projects on track without requiring prior approval.
- Exercise judgment in determining when and how to communicate with internal and external partners, prepare meeting materials, and provide project updates or clarifications—ensuring accurate, timely information flow and issue resolution within established project parameters.

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.

- Seek direction from the supervisor when determining which program development initiatives should be prioritized, especially when projects compete for limited resources or have strategic implications for the college.
- Obtain approval before making financial commitments or reallocating funds beyond approved project budgets, including contracting external vendors or adjusting staffing levels.
- If a project encounters insurmountable challenges or changes in college's priorities that question its feasibility or alignment with strategic goals, the project manager would need approval to cancel or reprioritize the project.

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.

- SLC in Five + 3 Strategic Plan
- KPI/Student Experience Survey Results
- College Policies

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- Ministry policies and directives
- OQAS and PEQAB manuals

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.

Failure to follow up with project relevant parties appropriately on assigned schedule tasks or deliverables to ensure the quality and timeliness of the project deliverables. Cross functional, multi-phased projects often come with cross project dependencies and very large project teams coming from operational business units. Knowing when to follow up without over managing the project team members. An appropriate balance between relying on subject matter experts, delegating, and closely monitoring performance can be difficult to achieve at times.

Failure to produce comprehensive work plans and strategies may lead to omitting key tasks and, ultimately, the inability to launch the program on time and within budget.

Failure to effectively communicate relevant project information in a timely fashion to superiors and project team members. An effective project manager needs to understand how to communicate difficult/sensitive information tactfully. They need to understand which issues to escalate and which to diffuse so appropriate focus and attention is applied to issues that will impact project time, budget or quality and that issues that are not quality, time or budget impacting are not given more attention and emotion than they deserve.

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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, 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.	Senior Leadership Team: President and Sr. and Vice Presidents	Prepare and deliver briefings on new programs and recommending actions. Persuade/Influence decision making regarding resources.	X	
	Program Development Teams - Deans, Directors, Associate Deans, faculty, Program Developers, SCTL members	Lead project teams. Engage for collaboration and input. Build consensus for decisions. Provide advice and guidance regarding Project Management methodologies.		X
	Communication Department	Develop and executive communication plans for new program launches	X	
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Community members	Seek input into Labour market and learner demand.	X	
	Ministry contacts for program approvals		X	
	Colleagues from other colleges	Information exchange, sharing of learning and best practices. Collaboration. Research best practices and examine industry trends.		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
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.			

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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., 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.

The incumbent provides expertise in Project Management to Project Team members which will include Deans, Directors, Support Staff and faculty.

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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	0
Non Full Time Staff (FTE) *	0
Contract for Service **	0
Total:	0

*** 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.

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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 (at meetings, workstation, etc.)				X	
Typical computerized office environment – bending, walking, standing.		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
Research, analysis, developing solutions			X			I
Writing/composing documents and report writing			X			I
Consulting/guiding administrators and staff			X			I
Leading meeting/chairing or			X			L

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Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
participating in meetings dealing with projects require a high level of analysis and tact on the sport and according to the situation.						

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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, 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	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
N/A			

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.