

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: March 2nd, 2026

College: St. Lawrence College

Location: Tri-Campus (Kingston, Brockville, Cornwall)

Incumbent:

Position Title: Course Development Administrator

Classification: ADMN 10

NOC Code:

Division/Department: Program & Data Innovation

Location/Campus: Tri-Campus (Kingston, Brockville, Cornwall)
(Hybrid)

Immediate Supervisor (title): Associate Director, Program Innovation

Type of Position:

☒ ☐ ☐ Administrative

☐ ☐ ☐ Sessional Academic

☐ ☐ ☐ Part-Time Support

☐ ☐ ☐ Part-Time Administrative

☐ ☐ ☐ Part-Time Academic

☐ ☐ ☐ Other

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

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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 Course Development Administrator plays a pivotal leadership role in guiding and managing the full lifecycle of new course development initiatives. This position is responsible for designing, implementing, and continuously enhancing robust processes, policies, and procedures that support high-quality, efficient, and innovative course development. The Course Development Administrator ensures seamless coordination across cross-functional teams, providing strategic oversight and operational leadership to drive projects from conception through launch.

In this role, the incumbent monitors and manages both day-to-day activities and long-term planning, carefully tracking progress, timelines, and key deliverables to ensure that all course development initiatives are executed on schedule, within scope, and in alignment with the organization's strategic objectives. Additionally, the Course Development Administrator identifies opportunities for process improvements, anticipates potential challenges, and implements solutions to maintain consistent quality and operational excellence. This position requires a combination of strategic vision, meticulous project management, and the ability to foster collaboration across diverse teams, ensuring that every course development project supports the organization's mission and delivers a transformative learning experience.

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.

<u>KEY DUTIES</u>	<u>% OF TIME</u>
Course Development Administration • Lead the planning and execution of course development initiatives from proposal through launch. • Partner with faculty, academic leadership, instructional designers, subject matter experts and educational developers to translate academic vision into high-quality learning experiences. • Manage project timelines, milestones, budgets, and resources across multiple concurrent course development projects. • Support faculty and SME's through the course design and development process, ensuring alignment with learning outcomes, program requirements, and institutional priorities • Ensure courses meet institutional policies, accreditation standards, and quality assurance frameworks (e.g., quality matters or internal review standards)	(55%)

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	• Lead, advise and coordinate the adoption of evidence-based best practices in teaching and learning to inform and strengthen course and content development. • Oversee development of online, hybrid, and face-to-face courses, including learning technologies and LMS integration • Facilitate cross-functional collaboration between academic departments, IT, library services, accessibility, and teaching and learning units • Monitor project risks, address barriers to progress, and implement solutions to keep projects on track • Collect and incorporate feedback from faculty, students, and stakeholders to support continuous improvement • Maintain clear documentation, reporting, and communication for governance, approvals, and academic committees	
	Project Management • Manage multiple projects with competing priorities which might involve stakeholders from various campuses, academic schools, and/or departments. • Establish project timelines outlining goals, progress milestones, and budgetary requirements. • Develop, implement, and maintain policies and procedures to ensure consistent, compliant, and effective course development. • Support the review and improvement of organizational policies and processes to enhance efficiency of course development projects. • Ensure policies and processes are clearly documented, communicated, and followed across teams. • Translate organizational policies into practical, user-friendly processes and workflows. • Use digital strategies including AI tools to improve workflows and efficiencies. • Monitor adherence to established policies and procedures, identifying gaps and recommending improvements.	(40%)

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	• Provide guidance and training to staff on policy and process requirements. • Monitor workload of assigned offloaded Faculty, Subject Matter Experts, or team members within a course development projects. • Provide project update reports to the Associate Director and program innovation team. • Contribute to existing service performance metrics by collecting data from participants and analyzing trends to inform best practices. • Work with the Associate Director to establish an annual planning cycle by reviewing issues pertaining to resource allocation and support requests from the academic division. • Collaborate with team members and internal/external stakeholders to ensure timely completion and delivery of projects. • Collaborate with provincial partners on the implementation of collaborative training programs and participates in service enhancement projects.	
	Other Duties • Other duties as assigned	(5%)

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.

- a) The incumbent will provide leadership and oversight for the project management of all Program Innovation initiatives related to the development of new courses at SLC. This role is accountable for end-to-end coordination of the course development lifecycle, including planning, tracking, and monitoring timelines, key milestones, deliverables, and overall project progress. The incumbent will proactively identify risks, resolve issues, and manage dependencies or delays to ensure courses are delivered on schedule, within scope, and in alignment with institutional priorities, governance requirements, and quality standards. The incumbent may manage the development of a new academic course by coordinating subject matter experts, instructional designers, and approval bodies; establishing and tracking

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milestone dates; addressing risks such as delayed content submissions; and adjusting project plans to ensure the course is approved, built, and ready for launch in advance of the targeted academic term

- b)** The incumbent will lead and advance digital innovation initiatives that enhance and modernize the course development lifecycle, including the design, implementation, and continuous improvement of related processes, procedures, and policies. This role ensures the effective integration of digital tools and solutions to improve efficiency, quality, and consistency across all course development activities.
- c)** The incumbent will be responsible for leading various projects that may require resources from other departments or academic schools (e.g., ITS, offloaded Faculty, SME, etc.). The incumbent will be required to establish clear guidelines on the resource allocation for each team member and respect the limitations of this agreement. Conflict may arise if a team member is working above the original allocated agreement so the incumbent will need to mediate this conflict by engaging with the team member's immediate supervisor.

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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.

- Minimum of bachelor's Degree in Education (or closely related field)

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).

- Utilize learning management systems (LMS) and video conferencing applications (e.g., Microsoft Teams, Zoom, etc).
- Ability to write learning outcomes and design assessments/rubrics relating to the field of educational development.
- Strong digital fluency skills in managing various sources of information/research.
- 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.
- Demonstrated skill in the application of universal design for learning principles within a teaching/learning environment.
- Ability to initiate, coordinate, and carry out projects with minimal supervision.

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- Effectively manage several projects with competing deadlines.
- Ability to produce quality written documentation and to present orally in a manner that is effective to a wide range of audiences.
- Excellent communication skills and ability to enthusiastically engage a wide range of audiences.
- Excellent interpersonal and consultation skills to support individuals with a wide variety of skill sets.

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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:

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

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

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) Design, pilot, and implement streamlined workflows to support and enhance the

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course development process.

- b) Work directly with instructional designers and subject matter experts on course development initiatives
- c) Evaluate and identify opportunities to strengthen and optimize course development project management practices, processes, and outcomes.

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) Altering the plan for new course development (Example: Cancelling, extending or pausing development)
- b) The incumbent will obtain approval from the Associate Director for all requests and expenditures related to the course development budget.
- c) Implementing modifications to a course that subsequently impact or reshape the approved structure of the corresponding program.

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 Directives, Policies, Procedures, and Practices
- College Strategic Plan / Academic Plan
- Strategic Mandate Agreement
- Academic and Collective Agreements
- Indigenous Education Protocol
- Truth & Reconciliation Commission - Calls to Action
- Framework for Programs of Instruction (MCU)
- Credentials Validation Service (CVS) - Ontario College Quality Assurance Service (OCQAS)
- College Quality Assurance Audit Process (CQAAP) - Ontario College Quality Assurance Service (OCQAS)
- Postsecondary Education Quality Assessment Board (PEQAB)
- OntarioLearn Course Review Process
- Service Standards, Operational Plans, and Initiatives
- Quality Matters Course Review Guidelines
- AODA guidelines
- Copyright Legislation
- Occupational Health & Safety legislation

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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.

- a) Failure to meet key milestones within the course development timeline can delay the launch of new program/course initiatives and negatively affect projected enrolment targets
- b) Ineffective communication about course development expectations, standards, and policies with subject matter experts and instructional designers could result in poor labour relations with union members and possible failure to meet necessary deadlines. This would result in operational challenges and loss of reputation.
- c) Ineffective management of resources during new course development can lead to significant financial losses. Such setbacks not only jeopardize revenue but also disrupt multi-year objectives and delay key milestones outlined in the strategic plan

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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.	Faculty	Support, Advise, Communicate		X
	External SMEs	Support, Advise, Communicate		X
	Support Staff	Support, Advise, Communicate	X	
	Working Groups	Consult, Advise	X	
	Academic Schools	Consult, Communicate	X	
	School of Contemporary Teaching & Learning	Collaborate, Consult, Communicate		X
	Belonging, People, & Culture	Collaborate, Consult, Communicate		X
	Program Innovation Team	Collaborate, Support, Advise, Communicate		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Staff at other colleges (provincial committees)	Collaborate	X	
	Provincial Educational Development Programming Committees	Consult, Collaborate, Communicate	X	
	Partner Institutions	Collaborate	X	
	Quality Assurance Entities	Collaborate	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.				

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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 may also oversee the work of offloaded FT Faculty or contract employees when developing course development projects which may include:
 - Faculty (FT) or Subject Matter Experts – various

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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				X	
Operating a computer/keyboarding				X	
Standing for extended periods while facilitating (on-campus)		X			
Driving (e.g., weekly 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
Literature Review – digital database				X		Int
Team Meetings (on-campus and virtual)			X			Int
Individual 1on1 consultations with Faculty (on-campus and virtual)			X			Int
Creating training documents/resources				X		Long
General correspondence		X				Int
Presentations to individuals or groups (on-campus and virtual)				x		Long

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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
Local travel on a regular basis up to 2 times per week. Out-of-town travel on a regular basis 2 – 8 times per month Note: This position will require you to travel to all three campuses during peak training periods throughout the academic year.		X	
Dealing with difficult or disgruntled individuals e.g., mediating conflicting perceptions of faculty and college teaching expectations.	X		

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Hazards

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

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

Frequency:

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

Additional Notes Pertaining to this Position:

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.