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: June 17th, 2024

College:	St. Lawrence College
Incumbent:	Vacant
Position Title:	Associate Dean, Program Planning, Development, & Renewal
Position #:	New
Classification:	Payband 13
NOC Code:	40020
Division/Department:	Academic Operations
Location/Campus:	Tri-Campus
Immediate Supervisor (title):	Associate Vice President, Academic Excellence

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

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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 VP, Academic Excellence, the Associate Dean provides leadership to a team of Curriculum Specialists and supports the full program life cycle at St. Lawrence College (SLC) to ensure that SLC provides academic excellence in the design, development and renewal of SLC academic programming. The Associate Dean provides leadership and project management direction to the development of new programs as well as Program Review & Renewal processes; promotes quality curriculum and academic excellence; and manages the workload and performance of a team of Curriculum Specialists. The Associate Dean works in partnership with the Academic Schools and ensures consultation and collaboration in all aspects of quality curriculum. The Associate Dean also works in partnership with the School for Contemporary Teaching and Learning to ensure a seamless user experience for faculty in support of quality curriculum and academic excellence. The Associate Dean will develop and maintain working relationships with representatives from Colleges Ontario, the Postsecondary Education Quality Assessment Board (PEQAB Secretariat), OCQAS/CVS and other provincial committees and on initiatives established through the Ministry and contribute to policy development.

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>

1.   **New program development and program and course change processes**   **(35 %)**

Project manage the New Program approval process including preparing documentation, providing status updates, overseeing consultative process, ensuring internal approvals (e.g. SEM-Enrolment Planning, PAC, Board of Governors) and external (e.g. CVS, PEQAB, PFAAM) are sought for developing approved program ideas.

Create capacity building resources, process maps and other documentation and communicate to applicable partners and ensure adequate records management.

Provide leadership to the Curriculum Specialists to ensure new programs and program or course change requests submitted meet the requirements of the Ministry's Binding Policy Directive (Framework for Programs of Instruction), CVS, PEQAB and other external or Ministry requirements as well as internal academic policies.

Responsible for oversight of the submission of all documentation to appropriate approval bodies (internal and external) to support the application for new program development.

Create capacity building resources, process maps and other documentation and communicate to applicable partners.

Work closely with leadership in the Registrar's Office to ensure accurate, seamless integration of course and program changes between the two departments.

Contribute to the development, administration and roll-out of a college-wide curriculum management software tool.

Provide leadership in the area of innovative curriculum design and development for new and reviewed programs, including support for flexible delivery (e.g. online synchronous and asynchronous, hyflex, hybrid)

2. **Program review and consent renewal processes** **(35%)**

Project manage the cyclical comprehensive Review & Renewal process and make continuous improvement recommendations by understanding the internal users' experience and reviewing external best practices to lead and develop a framework for improving the program review and renewal process.

Ensure that all programs at the college are reviewed at a minimum once every 5-7 years, ensuring that SLC is in compliance with all PEQAB and Ministry requirements associated with these processes.

Provide leadership in the implementation of all provincial and ministerial updates and changes to program standards, as they relate to new and existing programs.

Create capacity building resources, process maps and other documentation and communicate to applicable partners and ensure adequate records management.

Provide leadership to ensure the completion of comprehensive action plans resulting from reviews; examining trends across all reviews conducted to inform strategic planning processes and resource decisions. Reporting on these trends annually for senior leadership.

Coordinate with all departments at the college that support the program renewal and consent renewal processes to help build a quality culture.

Create capacity building resources, process maps and other documentation and communicate to applicable partners.

Ensure compliance regarding course modifications.

Oversee the maintenance and archiving of current and historical program mapping for all Ministry approved programs.

Responsible for oversight of the preparation of degree consent renewal proposals and participating in meetings with external panel assessors.

3. **Academic Leadership and Organizational Effectiveness** **(20%)**

Provide guidance and leadership to implement academic priorities at the College such as Indigenous Learning Outcomes, Flexible Learning, etc.

Assign Program Development and Program Review & Renewal work, as well as other program quality/academic excellence priorities, to Curriculum Specialist team members.

Maintain a high level of performance through effective recruiting, selecting, developing, motivating, evaluating and training of staff within the assigned portfolio.

Support and mentor new Curriculum Specialists.

Establish a collegial work environment that fosters a team approach and encourages creativity, communication and interaction among and between academic, administrative and support staff to support overall quality at SLC.

Ensure timely and ongoing status updates and communication with Associate Deans/Deans, faculty and other relevant internal partners.

Participate in the development of the operating budget in collaboration with the AVPAE.

Assists the AVPAE as necessary regarding implementation of special projects and represents the SVPAE at assigned functions/activities.

4. **Leadership and External Representation** **(5%)**

Maintain effective relationships with representatives from provincial bodies, including PEQAB, Senior Policy Advisors and representatives from Colleges Ontario, OCQAS/CVS, Heads of Quality Matters, etc.

5 **Other Duties as assigned** **(5%)**

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.

   a)   Required to identify areas for improvement and the process for implementing the improvements to the Program Review & Renewal process that will promote innovation, support efficiency and ensure compliance with external requirements as well as academic policies and SLC priorities.

   b)   Required to advise the AVPAE on trends relating to outcomes from Program Review and Renewals that may impact areas requiring further resource allocations to support overall quality at the institution.

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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.

Experience working in postsecondary quality assurance supporting all aspects of quality enhancement in compliance with Ministry requirements as well as demonstrating leadership in innovative curriculum design. A proven track record of managing all aspects of complex projects at the institutional level.

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.

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.

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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	☐☐13years
☐☐ 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 of Colleges and Universities (MCU), Ontario College Quality Assurance Services/Credential Validation Service (OCQAS/CVS) requirements and PEQAB Standards.
- Experience in teaching, curriculum and program development and student assessment from a learning outcomes perspective, program review, curriculum mapping, the development of new projects and programming, and the development of competency-based learning.
- Experience teaching face-to-face, 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 partners to advance quality improvement.
- 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.
- 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) Assign curriculum projects (e.g. mapping, program development, reviewing outlines) to specific team members based on their expertise and core function.

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.

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) Creating policy/procedure documents relating to curriculum development/mapping or program development

b) The incumbent would request guidance from the applicable Associate Dean about how to respond to a faculty member or subject matter expert who is not fulfilling the requirements featured within the course design or new program development process

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.

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- College policies and procedures and practices (program development and review, finance, human resources, registrars etc.)
- Approval processes for college programming.
- Approval Handbooks and guidelines for degree submission (PEQAB)
- Ministry Binding Policy Directives
- Apprenticeship Act
- Health and Safety Act Regulations
- Human Rights Act
- Freedom of Information Act, Privacy Act
- Collective Agreement
- Copyright standards regulation
- Academic Policies

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) Inadequate planning, development and maintenance of program quality requirements could result in damage to the College reputation, loss of accreditation, significant negative financial impact, as well as loss of reputation/negative impact on employability of graduates

b) Inadequate consultation with Academic Schools and service departments could result in miscalculation/estimation of existent fundamental needs leading to inaccuracies in programs and significant issues related to registration requirements and program completion for students as well as damage working relationship with Academic Schools.

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.

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.

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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 (e.g. 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	
	Other Colleges/Universities	Promote strategic partnerships; share best practices	x	
	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	s	

Occasional	**(O)**	**Contacts are made once in a while over a period of time.**
Frequent	**(F)**	**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.

X☐☐ 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.*

X ☐ Acts as a consultant to College management.
Advises AVPAE on matters related to MCU, OCQAS and HQM
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.

- Curriculum Specialists
- Faculty engaged in program development program review & renewal

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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	5 Curriculum Specialists
Non-Full Time Staff (FTE) *	
Contract for Service **	
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.

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

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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
Researching, documenting and writing reports. Feasibility studies, proposals etc.			X			L
Reading, interpreting and analyzing written materials.			X			L

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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 may be required occasionally with occasional out of town travel to other locations	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.