

**Job Fact Sheet Questionnaire**

**JFS QUESTIONNAIRE  
COLLEGES OF APPLIED ARTS AND TECHNOLOGY OF ONTARIO  
JOB FACT SHEET (JFS) QUESTIONNAIRE FOR  
NON-BARGAINING UNIT POSITIONS**

This job fact sheet (JFS) questionnaire is intended to gather information about a position for job evaluation purposes. It does not measure the incumbent's performance.

Please read each section carefully before completing the JFS questionnaire.

If this JFS questionnaire is to cover more than one incumbent performing the same job, attach a list of employee names and signatures along with the corresponding position numbers.

**IDENTIFICATION**

<b>College</b>	<b>Fanshawe College</b>
<b>Position Title and Department:</b>	<b>Program Manager, School of Public Safety</b>
<b>Name:</b>	<b>Vacant</b>
<b>Immediate Supervisor:</b>	<b>Associate Dean, School of Public Safety</b>

**Reason for Submission:** Enter an X to select the reason for submission

<b>x</b>	<b>New Position</b>		<b>Revised Position</b>
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**Type of Position:** Enter an X to select the type of position:

<b>x</b>	<b>Administrative</b>		<b>Part Time Administrative</b>
	<b>Sessional Academic</b>		<b>Part Time Academic</b>
	<b>Part Time Support</b>		<b>Other</b>

**Effective date of JFS Questionnaire:** \_\_\_\_\_

I have read and understood the Job Fact Sheet:

**Incumbent's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Recommended by:

Immediate Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

I Concur:

Human Resources: \_\_\_\_\_

Date: \_\_\_\_\_

## Job Fact Sheet Questionnaire

### A. Position Summary

Summarize the overall purpose of the position within the College. The summary should be a concise description (rarely more than two or three sentences) of the total position and should include only the most significant aspects of why the position exists in terms of its goals, objectives and purpose in the College.

**The Program Manager, reporting to the Associate Dean, School of Public Safety, is accountable for identifying, developing, marketing, staffing, supporting and evaluating a number of courses, program and services offered by the School of Public Safety. The Manager is responsible for the effective operation and delivery of courses/programs within the School of Public Safety by working closely with the Associate Dean, program coordinators, professors and support staff within the School as well as other college employees and external stakeholders and partners.**

**The College is committed to the safety and well-being of all staff, students and visitors. In order to achieve this objective, managers are required to be active in health and safety and incident prevention by establishing and adhering to procedures and safe work practices as required by the corporate health and safety management system, and in accordance with relevant Health and Safety legislation and regulations.**

### B. Key Duties

Describe the key duties of the position. Use examples if they assist in describing the position. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

Duties	% of Time
<b>Responsible for the investigation, planning and delivery of courses and programs within the School:</b> <ul style="list-style-type: none"><li>• <b>Conducts current needs analysis, competitive analysis and reviews educational trends</b></li><li>• <b>Identifies new course/program opportunities</b></li><li>• <b>Develops, reviews and maintains curriculum</b></li><li>• <b>Establishes student admission/readmission criteria</b></li><li>• <b>Assesses and makes recommendations to support the delivery of the programs such as facilities, instructional equipment, computer applications and services</b></li><li>• <b>Liaises with other divisions and departments such as Continuing Education, Marketing and Communication, IT Services and Facilities Management</b></li><li>• <b>Works with the Associate Dean to develop School curriculum, degree audits</b></li><li>• <b>Conducts student relations activities including advising/responding to potential students regarding course selections and pre-requisites</b></li><li>• <b>Manages the operation of School of Public Safety program including</b></li></ul>	<b>40%</b>

**Job Fact Sheet Questionnaire**

Duties	% of Time
the identification of the types of courses and the most effective methods of delivering those courses to meet the needs of the college community	
<b>General Administration:</b> <ul style="list-style-type: none"> <li>• Ensures that the departmental budget is used effectively by optimal use of human, fiscal and physical resources; plans and controls some budgetary operations</li> <li>• Manages day to day activity of staff and faculty; determines work priorities and assignments</li> <li>• Maintains a high level of performance through recruiting, selecting, training, developing and evaluating faculty and staff</li> <li>• Participates in the establishment of enrolment targets and continually monitors budget data</li> <li>• Works with Dean, Associate Dean and Operations Manager in developing programs costing for new initiatives both long and short term</li> </ul>	<b>40%</b>
<b>Marketing Partnerships; Accountable for arranging a variety of marketing and partnership efforts such as:</b> <ul style="list-style-type: none"> <li>• Identifies and implements strategies to promote individual programs and courses</li> <li>• Identifies new target markets for special programming</li> <li>• Assists in identifying new trends un the marketplace related to the development of new technologies</li> <li>• Maintains and develops articulation agreements with other educational institutions and partnership agreements with business associations and not-for-profit organizations</li> </ul>	<b>15%</b>
<b>Other duties as assigned</b>	<b>5%</b>

**C. Education And Formal Training**

(a) Identify the minimum level of education, formal training or equivalent required for the position at the point of hire. Do not indicate the incumbent's specific education/formal training, since it may be more or less than the minimum educational qualifications necessary for the job.

Note that for each level, other educational requirements apply where they require equivalent hours and level of study and examination. If this is the case please describe the equivalency requirements in the Comments box.

Enter an X to select the minimum education required:

	<b>Elementary School or equivalency</b>
	<b>Partial Secondary School or equivalency</b>

**Job Fact Sheet Questionnaire**

	<b>Secondary School or equivalency</b>
	<b>Post Secondary: 1 year certificate</b>
	<b>Post Secondary: 2 year diploma</b>
<b>x</b>	<b>Post Secondary: 3 year diploma/degree</b>
	<b>Post Secondary: 4 year degree</b>
	<b>Post Secondary: Master's degree</b>
	<b>Post Secondary: Doctoral degree</b>
	<b>Professional Designation</b>
	<b>Other</b>

Comments:

**Post-Secondary three year degree in a related field. Master’s Degree in related field and/or B.Ed. or M.Ed. is an asset.**

(b) Specify/describe any program specialty, certification or professional designation necessary to fulfill the requirements of the position.

(c) Specify/describe any special skills or training necessary to fulfill the requirements of the position (e.g. computer software, client service skills, conflict resolution, operating equipment).

**Demonstrated marketing ability with excellent problem-solving, negotiation and communication skills. Demonstrated administrative background including budget responsibilities and supervisory responsibilities. Must have excellent interpersonal and organization skills, computer skills. Project/operational management, leadership and supervisory skills. Ability to foster a team-based approach to operational planning and problem solving.**

**D. Experience**

Identify the minimum practical work related experience required at the point of hire into this position in addition to the education/formal training identified in Section C. Do not include the incumbent's specific experience/qualifications since it may be more or less than the minimum necessary for the job.

Enter an X to select the experience required up to and including:

	<b>No experience</b>
	<b>1 month</b>
	<b>3 months</b>

**Job Fact Sheet Questionnaire**

	<b>6 months</b>
	<b>9 months</b>
	<b>1 year</b>
	<b>18 months</b>
	<b>2 years</b>
	<b>3 years</b>
	<b>4 years</b>
<b>x</b>	<b>5 years</b>
	<b>7 years</b>
	<b>9 years</b>
	<b>11 years</b>
	<b>13 years</b>
	<b>15 years</b>
	<b>17 years</b>

Comments:

**5 years in academic setting and/or business experience in marketing, sales, corporate communications. Supervisory experience would be an asset. Related experience within an academic setting including post-secondary teaching and curriculum development and design would be an asset.**

**E. Initiative - Independence Of Action**

Every job has expectations concerning decision making in the performance of duties. Decision making responsibilities vary according to the level of complexity of the material or information upon which decisions are being made, the judgment that is required in making decisions and the limitations which are placed on an incumbent's authority to act before obtaining direction or approval from a supervisor.

- (a) Briefly describe three decisions/job duties which the incumbent performs without having to obtain direction or approval from the supervisor.

<b>1</b>	<b>Explore-seek new articulation agreements with other colleges and universities</b>
<b>2</b>	<b>Performance management of staff including hiring and termination of part-time faculty</b>
<b>3</b>	<b>Mediation and resolution of student, staff and faculty issues and complaints.</b>

- (b) Briefly describe three decisions/job duties for which the incumbent is required to obtain direction or approval from a supervisor.

<b>1</b>	<b>Consult with the Associate Dean re: disciplinary action and termination of staff (faculty, support)</b>
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**Job Fact Sheet Questionnaire**

<b>2</b>	<b>Seek approval for disciplinary actions/terminations of employees involving significant potential for liability for College</b>
<b>3</b>	<b>Seek approval for budgetary expenditures outside the norm</b>

(c) Give specific examples of guidelines, procedures, manuals (formal or informal) that are used in performing job duties and in making decisions, e.g. Government regulations, professional/trade standards, College policies/procedures, department/program procedures, computerized/manual systems and any other well defined methods or procedures.

**Ministry Guidelines, College policies, School and program policies, established practices, Collective Agreements**

**F. Potential Impact Of Decisions**

Give examples of the types of errors in judgment that the incumbent could make in performing the duties of the position, when exercising due care. 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, effect on staff, students, clients or public.

<b>Error</b>	<b>Probable Effect</b>
<b>Poor hiring decisions</b>	<b>May result in losses of revenue, students, lack of appropriate leadership, time to manage, negative public relations, with potential for significant legal expenses</b>
<b>Inaccurate or unsound advice concerning new program initiatives as well as existing programs</b>	<b>May result in a loss of credibility to the College</b>
<b>Less than satisfactory problem resolution.</b>	<b>May lead to more negative impact on the public image of the College and may lead to loss of revenue due to dissatisfaction.</b>
<b>Poor leadership skills</b>	<b>May have the potential of disrupting operations by damaging employee morale.</b>
<b>Errors in understanding the implications of a decision(s).</b>	<b>May create damaging and costly precedents which may limit the College's ability to take action in future situations.</b>

## Job Fact Sheet Questionnaire

### G. Contacts And Working Relationships

Indicate whom the incumbent is required to interact with in the performance of his or her duties. Use job titles. Describe the nature, purpose and frequency of the contact, e.g. exchanging information, teaching, conflict resolution, team consultation, counseling.

Frequency: Occasional (O) Means once in a while over a period of time  
Frequent (F) Means repeated contact over a period of time

Internal Contact: Students, staff, senior management, colleagues  
External Contact: Suppliers, advisory committees, staff at other Colleges, government, general public

<b>Contacts Internal (I) External (E)</b>	<b>Nature and Purpose of Contact</b>	<b>Frequency (O) (F)</b>
<b>Internal</b>		
<b>Support Staff</b>	<b>Day-to-day operations</b>	<b>F</b>
<b>Faculty</b>	<b>Inquiries/consultation</b>	<b>F</b>
<b>Students</b>	<b>Inquiries/consultation/complaints/resolution</b>	<b>F</b>
<b>Dean</b>	<b>Operations/consultation</b>	<b>F</b>
<b>Associate Dean</b>	<b>Operations/consultation</b>	<b>F</b>
<b>Program Coordinators</b>	<b>Operations/consultation</b>	<b>F</b>
<b>Other academic areas</b>	<b>Operational needs</b>	<b>F</b>
<b>Marketing</b>	<b>Operational Consultation</b>	<b>F</b>
<b>Planning</b>	<b>Operational Consultation</b>	<b>F</b>
<b>Registrar's Office</b>	<b>Operational Consultation</b>	<b>F</b>
<b>Finance</b>	<b>Operational Consultation</b>	<b>F</b>
<b>Human Resources</b>	<b>Operational Consultation</b>	<b>F</b>
<b>Other service departments</b>	<b>Operational Consultation</b>	<b>F</b>
<b>External:</b>		
<b>Other Colleges/Universities</b>	<b>Liase/consultation/articulation</b>	<b>F</b>
<b>Business Associations</b>	<b>Liase/consultation/articulation</b>	<b>F</b>
<b>Secondary Schools</b>	<b>Liase/consultation/articulation</b>	<b>F</b>
<b>Review Panel</b>	<b>Consultation</b>	<b>F</b>

### H. Supervision/Functional Guidance

Definitions for the purpose of this JFS:

- Division: a grouping of Departments, typically lead a VP or EVP, or a Faculty comprising several Schools.
- Department: within a Division, fully responsible for management and delivery of a major function (e.g. Finance) or School within a Faculty. Typically lead by a Director or Senior Director.

## Job Fact Sheet Questionnaire

- Program Area: within a Department, manages/supervises a focused part of the Department's activities (e.g. financial planning). Typically lead by a Manager or Senior Manager. Depending on organizational structure, may also be a small Department.

<b>Supervision/Functional Guidance Category</b>	<b>Specify Staff ( Title and group names)</b>
<b>Manages the staff and operations of the entire College.</b>	
<b>Manages the staff and operations of a Division.</b>	
<b>Manages the staff and operations of a major Department.</b>	
<b>Acts as a consultant to College management</b>	
<b>Manages/supervises the staff and operations of a Program Area/Department.</b>	<b>Provides general and specific direction to the staff and program.</b>
<b>Supervises a work group. Assigns work to be done, methods to be used, and is responsible for all work performed by the group.</b>	
<b>Provides technical and/or functional guidance to staff and/or students</b>	
<b>Instructs students and supervises various learning environments</b>	
<b>No supervisory responsibility</b>	

### I. Span Of Control

Enter the total number of full-time and part-time staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service) if applicable.

Full-Time Equivalency conversion factors for part-time staff are as follows:

- 1 sessional academic position working for a full academic year (10 months) equals 1 full time position. Based upon the assumption that sessional employees are temporary full time.
- 2 partial load academic positions working for a full academic year (10 months) equal 1 full time position.
- 3 part-time academic positions working for a full academic year (10 months) equal 1 full-time position. Based upon 3 part-time teaching assignments of 6 hours each for a total of 18 teaching hours per week.
- 2 part-time support staff positions working for a full year equal 1 full-time position. Based upon 2 part-time positions of up to 24 hours/week each and totaling 35 to 40 hours per week.
- Part-time or contract administrators working for a minimum of 37.5 hours per week for a full year equals 1 full-time position.



**Job Fact Sheet Questionnaire**

<b>FT Supervised</b>	<b>At the date of the JFS:</b>
<b>PT Supervised</b>	<b>Approximately 50 PT faculty</b>
<b>Total FTE</b>	<b>25</b>

**Contract for Services:**

When considering a position's responsibility for "contracts for service", review the nature of the contractual arrangement 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 a "prorated credit for supervising staff" in contractual relationships where the position is required to handle the initial step(s) when staffing issues arise.

<b>Contract for Services</b>	<b>Degree of Supervisory Responsibility</b>
<b>N/A</b>	

**J. Physical And Sensory Demands**

Identify the types of physical and/or sensory demands that are required of the position. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands.

Frequency:

- Occasional Occurs once in a while, sporadically.
- Moderate Occurs once in a while, over a period of time. May occur several times in one day, not every day.
- Considerable Occurs several times daily, usually every day, but for less than half of a work day.
- Extended Occurs on a regular basis throughout the work day, several times daily for one half to three-quarters of the work day.
- Continuous Occurs on a regular, ongoing basis during the work day for more than three-quarters of the work day.

These are periods of activity that should not be interrupted.

**Physical Effort:**

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.

## Job Fact Sheet Questionnaire

Activity	Physical Effort	Frequency (O) (M) (C) (E) (Cont)
Computer work Writing Reading		E C/E C/E

### Sensory Demand:

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, e.g. reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counseling, tasting, smelling, etc.

Indicate the duration: Short (S) About one hour or less  
 Immediate (I) More than one hour less than two hours  
 Long (L) More than two hours

Activity/Sensory Demand	Duration (S) (I) (L)
Visual concentration – significant amount of time spent at computer reading and responding to email and composing documents	L
Listening concentration – active listening to understand the nature of a problem, listening to a student's/faculty/staff member's view and rationale	S-L
Mental concentration – requirement to quickly assess complex situations and develop best judgment to next step. Requires recall of past practices as well as the ability to think creatively in unfamiliar situations (damage control and putting out fires expeditiously)	S-L

### K. Working Conditions

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to in the performance of the job.

#### Frequency:

Occasional Once in a while, sporadic. May occur several times daily, but not every day.  
 Frequent Several times daily, almost every day.  
 Continuous On a regular, ongoing basis for almost all of the work day, every day.

**Job Fact Sheet Questionnaire**

**Environment:**

(a) 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. dirt, chemical substances, grease, extreme temperature, odors, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Activity /Example	Frequency ( O ) ( F ) ( C )	Environmental Condition
<b>Travel</b> <b>Unhappy students – verbal abuse</b> <b>Unhappy Faculty/Staff</b> <b>Interruptions</b>	<b>O</b> <b>O</b> <b>O</b> <b>C</b>	

**Hazards:**

(b) 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.

Activity /Example	Frequency ( O ) ( F ) ( C )	Environmental Hazard

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