

Update

Ministry

Advanced Education

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Operations Facilitator

Current Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

☐ Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

There were no substantive changes made to this job description. The only updates made were for currency and clarity, including branch/unit names, minor references for clarification, and movement of existing contents to the newest 2025 GOA template.

This job description is being updated/submitted to support a request for approval to place this role in a placeholder position and hold an open competition hiring process following receipt of notice on October 31 regarding the retirement of the current longstanding incumbent.

Responsibilities Removed:

There were no substantive changes made to this job description.

Job Purpose and Organizational Context

Why the job exists:

Reporting to the Senior Manager, Learner Pathways/Alberta Council on Admissions and Transfer (ACAT) Secretariat, the Operations Facilitator coordinates day-to-day Alberta Transfer System and learner pathways operations and shared data and tools with operational stakeholders in Alberta and Canada. The role supports stakeholder collaboration and operational delivery of initiatives for the system, including engagement with a provincial stakeholder body(s) for transfer and pathways (e.g., ACAT), Advanced Education (AE) Learner Pathways/ACAT Secretariat team, and AE Student Supports Coordination (SSC) unit and Stakeholder Engagement and Student Supports (SESS) branch in the adult learning system.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

Manage implementation of system strategies, processes, and initiatives that align with AE strategic direction provided by the Senior Manager, Learner Pathways/ACAT Secretariat and SSC/SESS, focusing on data standards, practices, and stakeholders to support learner pathways and mobility through:

I. Transfer and pathways data and research projects in collaboration with ministry stakeholders.

- Work with the AE branches/units to manage and inform Learner Pathways/ACAT Secretariat and AE and Learner Pathways System (LPS) member institution/stakeholder completion of transfer and pathways projects and initiatives, including:

- a) System research and analytics facilitation to inform information access and address barriers and gaps in pathways research and inform policy, b) System data management and governance and program quality facilitation to inform criteria and processes, data collection and reporting, and initiatives, and c) Service design facilitation and innovations in digital design and transformation.

- Engage cross-ministry/branch and stakeholder collaboration to identify learner barriers and improve transfer and pathways research and data connections, analyze and address data gaps and reliability, and coordinate provincial data collection and reporting to increase ease of pathways and data access for learners, including:

- a) Transfer Credit Awarded provincial data collection, reporting, analysis, and stakeholder coordination; b) provincial Student Mobility Report compilation, posting, and stakeholder communications; and c) Learner Pathways System (LPS) provincial data collection coordination.

II. Cross-jurisdictional transfer and pathways collaborative initiatives for research, data, and tools to support learner access to pathways.

- Implement initiatives with other operational jurisdictional admissions and transfer bodies in Canada, including data sharing projects with other councils on admissions and transfer and like bodies in Canada (CATs) (e.g., British Columbia Council on Admissions and Transfer (BCCAT), Ontario Council on Articulation and Transfer (ONCAT)) to further outcomes for a national Pan-Canadian Consortium on Admissions and Transfer (PCCAT) Memorandum of Understanding for learner mobility.

- Manage the membership, training, data standards and sharing, and ongoing relationships for out-of-province post-secondary institutions in the Learner Pathways System/system tools.

- Develop ministry and stakeholder communications, briefings, and presentations to share pathways and mobility results and identify future system needs and opportunities provincially and nationally.

- Support shared national research and data that addresses data gaps, provides common learnings, and strengthens Alberta mobility data standards and education and career pathways access for learners.

III. Coordination of stakeholder relationships and initiatives with member institution Contact Persons and support for strategic initiatives.

- Coordinate team responses to student and stakeholder inquiries and communication, and manage

stakeholder relationships with other key groups, including student groups, K-12, business/industry, government, and other institution representatives.

- Guide pathways operations data collection and sharing of:
 - Formal and informal recognition of prior learning (e.g., Learner Pathways System (LPS) transfer decisions for course and program offerings, credential laddering, Prior Learning Assessment and Recognition (PLAR) and micro-credentials information, other learner pathways)
 - Admissions-related pathways for high school transitions (e.g., dual credit, Advanced Placement, International Baccalaureate, academic upgrading, provincial transitions, course and program requirements/descriptions)
 - Post-secondary planning information and supports for learners
 - Transfer Credit Awarded (TCA), PLAR credit awarded, and dual credit data and other data pathways.
- Coordinate Learner Pathways/ACAT Secretariat staff support and guidance to help facilitate pathways operations in Alberta.

IV. Articulation Committees and their governance and initiatives to support system coordination.

- Coordinate system collaboration and articulation guidance for a large number of system-led, program/pathways-specific articulation committees that include faculty, student advisors, administrators, Registrars' Offices, and government participation.
- Manage coordination of independently led affiliated committees for key pathways groups.
- Manage coordination of the Annual Pathways Meeting with team articulation leads to engage all current articulation committees in dialogue with each other and other transfer system and national stakeholders to share best practices, policies, and issues.
- Direct cross-jurisdictional committee information sharing, including between British Columbia and Alberta.

Problem Solving

Typical problems solved:

Typical Problems Solved:

Reporting to the Senior Manager, Learner Pathways/ACAT Secretariat, this position is responsible and accountable for coordination of operations that support the Alberta Transfer System and learner pathways in the adult learning system. The role supports the branch, division, ministry, adult learning system, provincial and national stakeholders and learners by managing ministry and provincial body operational initiatives and strategies to enhance learner pathways and mobility.

This role requires informed operational decision-making for a wide scope of stakeholders and learner pathways to manage complex operational problems regarding barriers to learner mobility data sharing, and access to career and education pathways and recognition of prior learning. Decisions require knowledge of initiatives and the application of data standards in collaboration with a large number of stakeholders, including Learner Pathways System (LPS) member institution stakeholders (Alberta publicly funded institutions, First Nations Colleges, private not-for-profit institutions, out-of-province institutions from other jurisdictions), K-12, CATs, PCCAT, and other organizations and learning providers.

Difficult or challenging situations typically handled or resolved by this position include:

- Ensuring operational strategies and decisions are implemented and supported for transfer and pathways and recognition of prior learning, while balancing differing levels of resourcing and technical capabilities across multiple stakeholders and maintaining cooperation, collaboration, and teamwork during institution stakeholder and partner interaction and support.
- Assisting the Senior Manager, Learner Pathways/ACAT Secretariat to assess emerging issues and

information gathered through research, analysis, and consultation processes and present information and issues that need to be advanced to provincial body(s) (e.g., ACAT) and senior leadership.

- Supporting and maintaining partnerships with Learner Pathways System (LPS) member institutions and Contact Persons and with other internal and external stakeholders to encourage and facilitate their active participation in the transfer and pathways system.

This role develops innovative approaches to resolving operational issues based on a broad understanding of learner pathway data standards and management practices.

Types of guidance available for problem solving:

The SSC Director and SESS Executive Director provide strategic direction from AE and the Senior Manager, Learner Pathways/ACAT Secretariat informs and guides this strategic direction and completes approvals for the Operations Facilitator. The Operations Facilitator role coordinates transfer system and pathways operations in collaboration with LPS member institutions/stakeholders in Alberta and Canada with strategic guidance from a provincial body(s) (e.g., ACAT), the ministry, and the system. This role also supports management of team operations and implementation of the goals and objectives, priorities and projects for the system, and receives additional guidance for the role from provincial body(s) governance documents.

This position requires effective relationships with a wide variety of stakeholders, including CATs. These relationships and partnerships are essential for the establishment and maintenance of transfer decisions and enhancements to the transfer system and connections between various learner pathways, including high school transitions, pathways to admissions, and alternative pathways. Issues dealt with are sometimes sensitive and/or controversial, and this role balances and reconciles differing and competing interests while demonstrating responsiveness, flexibility, and adaptability. Cooperation, collaboration, and teamwork are emphasized.

This position requires:

- Interpersonal, relationship management, and communication skills
- Discernment, critical thinking, and decision-making skills, including the ability to represent provincial body, the ministry and Government on internal and external committees
- Communication skills, including ability to communicate via effective ACAT and Transfer Alberta website content and develop and oversee delivery of presentations, training, and problem-solving.

Direct or indirect impacts of decisions:

The work carried out by this position includes complexity and is affected by member institution partnerships and goals. This role is responsible for supporting learner access to data and information.

This position works closely with the Senior Manager, Learner Pathways/ACAT Secretariat and ministry representatives to manage and facilitate complex admission and transfer issues, services, pathways initiatives, and opportunities to reduce red tape and enhance service delivery. The transfer and pathways system and access to transfer decisions and high school transitions information have a direct impact on learners' ability to meet their education and career needs.

This position assists in preparing recommendations and information to support senior leadership and the system, directly impacting key decisions relating to learner transitions, mobility, and recognition of prior learning in Alberta and Canada. This position also assists in facilitation of inter-jurisdictional relationships and initiatives.

Key Relationships

Major stakeholders and purpose of interactions:

Internal Relationships:

- **AE Learner Pathways/ACAT Secretariat staff and SSC/SESS staff**
 - Daily contact. Support for and collaboration with the team, including via individual and team meetings,

communication, stakeholder meetings, unit meetings

- Pathways-related business areas in Advanced Education and Education, including Directors, Managers, and other ministry staff**
 - Periodic contact. Support Senior Manager, Learner Pathways/ACAT Secretariat in information sharing, issues resolution, and collaboration

External Relationships:

- Institutions and First Nations Colleges representatives from all Learner Pathways System (LPS) member institutions, including Strategic and Operational Contact Persons**
 - Regular and frequent contact. Manage operational issues, support the exchange of best practices, collaborate on strategies to support learner pathways and the system
- Other institution and stakeholder representatives, including Students and Student Groups, Student Advisors, Dual Credit and PLAR Leads, School Authorities**
 - Periodic contact. Support Senior Manager, Learner Pathways/ACAT Secretariat on operational initiatives, challenges, opportunities, and solutions
- Councils on Admissions/Articulations and Transfer of Canada Network (CATCan Network)/CATs and Pan-Canadian Consortium on Admissions and Transfer (PCCAT)**
 - Periodic contact. Support Senior Manager, Learner Pathways/ACAT Secretariat to manage cross-jurisdictional strategies to advance mobility.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Public Administration	Education	

If other, specify:

4 years progressively responsible related experience and competencies. Equivalencies will be considered.

Job-specific experience, technical competencies, certification and/or training:

This position requires knowledge of:

- Alberta's post-secondary system, with a focus on the Alberta Transfer System and learner pathways, including relevant member institution/stakeholder relationships, policies and operations, and CATs.
- Provincial body (e.g., ACAT) and its governance, policies and procedures, and ministry direction, as well as relevant stakeholders affected by learner transitions and mobility, including learners, advisors, committees, CATs and national organizations, and senior representatives.
- Transfer, Prior learning assessment and recognition (PLAR), dual credit and high school transitions, pathways to admissions, micro-credentials, inter-jurisdictional mobility, and post-secondary planning.
- Public and stakeholder collaboration and relationship practices, and data standards and practices.
- Applicable government and ministry policies, functions, standards, data and reporting, and information systems.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Build Collaborative Environments	☐	☒	☐	☐	☐	Facilitates open communication and leverages team skill: - Leverages skills and knowledge of others - Genuinely values and learns from others - Facilitates open and respectful conflict	Identification of opportunities to support work across Advanced Education, with provincial body(s), and with stakeholder networks to work collaboratively to further initiatives that influence

		resolution • Recognizes and appreciates others	or are influenced by learner pathways, mobility, and data sharing.
Creative Problem Solving	○ ● ○ ○ ○	Focuses on continuous improvement and increasing breadth of insight: • Asks questions to understand a problem • Looks for new ways to improve results and activities • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices	Collaboration with transfer system member institutions, including Strategic and Operational Contact Persons to address data and information sharing challenges and learner access to mobility and pathways.
Agility	○ ● ○ ○ ○	Works in a changing environment and takes initiative to change: • Takes opportunities to improve work processes • Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines	Management of an articulation committee model that adapts to ministry, program and pathways area, and learner and institution/ stakeholder needs, as well as issues awareness and potential solutions.
Develop Networks	○ ○ ● ○ ○	Leverages relationships to build input and perspective: • Looks broadly to engage stakeholders • Open to perspectives towards long-term goals • Actively seeks input into change initiatives • Maintains stakeholder relationships	Development of relationships with and amongst key transfer and learner mobility stakeholders in the system to facilitate the sharing and coordination of learner pathways and mobility information.