CAAT Job Evaluation System for Non-Bargaining Unit Employees

Sir Sandford Fleming College

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.

1. POSITION IDENTIFICATION

Position Title: Director, Marketing, Recruitment and Communications
Position Number:
Pay Band: 13
Incumbent:
Location/Campus: Sutherland Campus
Division/Department: Economic and Community Development
Immediate Supervisor (title): VP, Economic and Community Development
Date of JFS: July 22, 2021
Last Evaluated: August 9, 2021

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:
Senior Manager: _____   Date: _____

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2. POSITION SUMMARY

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

The incumbent is responsible for providing overall leadership and strategic direction for the Marketing, Recruitment and Communications functions of the organization.

The incumbent's sphere of accountability includes brand management, marketing, student recruitment, media relations, social media, Fleming College's external website and overall online presence, internal communications, and college publications. These activities directly support Fleming College's objectives in brand positioning, enrolment growth, enterprise growth, community profile and student and staff engagement.

This individual will be responsible for mentoring and leading a highly effective team with diverse skill sets.

Strategic thinking and issues management skills are critical to this position to guide and influence the strategic messages of the college that are broadcast to multiple stakeholders and to provide communications leadership during unusual and/or crisis situations.

Reporting to the Vice President, Community and Economic Development, the incumbent works with the Vice President, other members of the Senior Management Team, Academic leaders, and the Strategic Enrolment Management team to provide professional expertise, planning and advice in dealing with critical communication issues and in developing integrated communications, marketing and public relations strategies that support the achievement of enrolment targets and the overall goals of the college. The incumbent will consult and collaborate with a diverse range of internal and external stakeholders to ensure all programs and initiatives are effectively marketed and communicated.

The success of the incumbent in meeting or exceeding the expectations of the role has a significant positive impact in the strength of the Fleming College brand and in achievement of the enrolment plan.

3. KEY DUTIES

> Provide a description of the positions key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

Key Duties   **% of Time**

1. Strategic Planning, Communications and Management   **(20%)**

- Accountable for complex issues relating to planning and integrating strategic communications with all major functional areas of the college. This includes contributing to the development and implementation of the Fleming College branding strategy to ensure the College is properly positioned in its respective markets, supporting the short and long-term growth objectives for the college's programs/enterprises
- Ensures all aspects of college operations are linked through consistent identity, messaging, and images, continuously building and strengthening the Fleming College brand.
- Develops policies and standards for the College's online brand presence, publications, advertising and communications to ensure quality and consistency in College brand identity, images, and key messages. Takes a lead role in building the Fleming brand by developing strategic marketing and communications plans designed to elevate the perceptions and attitudes towards Fleming College locally, provincially, nationally, and internationally.

2. Marketing and Recruitment Planning   **(30%)**

- Develops plans in support of the strategic plan, brand strategy, and enrolment objectives for all academic programs and services.
- Establishes annual and multi-year prospective student marketing plans with the Vice President, the Strategic Enrolment Management team including Deans, the Registrar's Office, and other key stakeholders to attract a strong applicant pool for postsecondary, post-graduate, and continuing education enrolment targets.
- Assesses the effectiveness of recruitment strategies, advertising campaigns, events, and publications to ensure that activities remain dynamic and lead to the achievement of planned goals.

- Regularly undertakes market research, competitive analysis and focus group testing of marketing campaigns and messages using internal data, OCAS data sources and other third-party data.
- Oversees the planning and execution of student recruitment outreach activities and recruitment team management.

3. Public, Media, and Community Relations   (20%)

- Builds earned media coverage for Fleming College by establishing communication/media strategies and strengthening positive relationships with local, provincial and national media.
- Design and implement a community relations program that raises the profile of Fleming College in key markets, supporting the College's market positioning and growth goals.
- Provides corporate communications consulting to the Vice President, President and other members of the senior management team in the form of presentation materials, speaking points and outreach support.
- Contributes to positive relationships with local, regional provincial and national government and economic officials.
- Works with the Vice President and the President's office to identify and prepare spokespersons for key College on key issues, events and crisis communications as necessary.
- Provides leadership and direction to ensure the positive impact of corporate and media events are maximized.
- Develops and manages the internal structure and processes to ensure tracking and measurement of all media through traditional and web-based monitoring.

4. Management   (20%)

- Maintains a high level of staff performance through effective recruiting, selecting, training, developing, motivating and evaluating. Disciplines and terminates staff as warranted. Handles serious complaints which have not been resolved by others in the division. Provides leadership, direction and management for the employees of the Marketing, Communications and Student Recruitment departments
- Provides guidance and advice on communications, marketing, and enrolment issues to senior leadership and service areas across the college.
- Selects and manages relationships with external agencies as appropriate
- Develops and manages the departmental budget, constantly reviewing budgets to ensure the most effective and efficient use of resources.

5. Internal Communications   (10%)

- Develops and implements communication plans based on College goals and objectives.
- Manages and develops the communication infrastructure, policies and channels/systems by leading and directing the College's internal communications.
- Ensures that key messages are incorporated into all communications, channels, and internal publications.
- Works with all divisions and departments to ensure coordination in communications, furthering the vision and goals of the College (i.e., events, milestones, crisis and emergency plans).

TOTAL: **100%**

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1. **COMPLEXITY - JUDGEMENT (DECISION MAKING)**

    Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

    Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

    Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

    1. The incumbent must analyse complex issues relating to planning and the integration of strategic communications with all major functional areas of the college. Decisions have long-term implications and college-wide impact on the operations and staff of academic and non-academic areas. The incumbent is directly involved in senior level planning and decision making that results in recommendations to the President and Board of Governors.

    2. In developing marketing and communication plans, the incumbent must identify alternatives and make decisions regarding the issues involved in planning, implementing and disseminating information internally and externally. These strategies will frequently require complex analysis of enrolment data and other metrics. The incumbent will make the final decision on the means/type of message/information to be released, and the positioning and design/image of the communications. The incumbent is the key point of contact for both the college community and external organizations for communications in a crisis or emergency situation (i.e., strike, crisis management, code red, campus closure). Balancing informational needs with the personnel or other confidential information requires judgement and acumen.

    3. In creating strategies for student recruitment initiatives, the incumbent must assess, and make decisions regarding the many issues which impact on this activity including student behavioural trends, demographic analysis, assessment of return on investment of marketing funds, development and recommendations for brand and creative strategies. Once all issues are identified, within a limited budget, strategies must be developed which will ensure that college enrolment goals are met. The incumbent must also set in place programs and processes to encourage the cooperation necessary from other areas across the college to achieve success.

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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   ☐Master's Degree

☐3-Year Diploma/Degree   ☐Post Graduate Degree

☐Professional Designation   Specify: _____

☐Other   Specify:_____

Specify and describe any program speciality, certification or professional designation necessary to fulfil the requirements of the position.

4-Year Degree in marketing, communication, business, or a related field; Master's preferred

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, and operating equipment).

Courses or certifications in digital marketing, social media platforms and CRM (customer relationship management).

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:

☐0 - no experience	☐3 years
☐1 month	☐5 years
☐3 months	☐7 years
☐6 months	☒9 years
☐1 year	☐12 years
☐18 months	☐15 years
☐2 years	☐17 years

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

- Proven strategic sales and marketing planning skills.
- Progressive leadership experience in strategic communications.
- Demonstrated experience in building a brand and increasing the profile of an organization is essential. This includes expertise in strategic marketing, marketing research management, and strategic communications planning.
- Demonstrated capacity to build effective relationships with diverse stakeholder groups including government, donors, the media and senior level stakeholders.
- Excellent communication skills including strong presentation skills, writing, media relations and public speaking skills, as well as sound judgment and political acumen.
- Knowledge and experience with social media and web-based marketing and information dissemination and knowledge of industry leading software and trends.
- Demonstrated experience as a project manager in marketing or public relations service setting, publications and advertising experience, superior listening skills, analysis and problem-solving skills, presentation and facilitation skills.
- Strong research, writing and editing skills.
- Strong planning, financial, project and human resources management experience is essential.
- Knowledge of industry standards regarding design principles and copywriting.

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4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent=s ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

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.

- Creates, designs, finances and plans annual major marketing and communications campaigns to support college initiatives including recruitment, advocacy and public perception of the college. Plans are reviewed with the Vice President and presented to the Senior Management team.
- Works independently on many marketing campaigns and assignments including budget allocations, vendor negotiations and resources assignments with collaborative review with the Vice President.
- Hires and disciplines staff.

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.

- Expenditures that exceed approved annual budget.
- Recommendations regarding major shifts in the Fleming College branding or outreach strategies
- Release of sensitive information or reports.

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.

- Ministry of Training, Colleges and Universities guidelines.
- OCAS guidelines
- Fleming College Strategic Plan and Annual plans
- Fleming College Brand Strategy
- Collective Agreements

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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, affects on staff, students, clients or public.

-   The incumbent's responsibilities are College-wide, encompassing involvement in senior management-level decision making and strategic planning, marketing, public communications, institutional relations, liaison/recruiting, and the production of print and multi-media materials. In light of this, the incumbent's advice, actions, and decisions directly impact the College image and reputation, recruitment efforts, and community and College relations, as well as the financial position of the College. Sound judgement is essential.

-   Poorly conceived, inappropriate or inaccurate communication material (advertisements, brochures, flyers, posters, web site) can result in poor recruitment, low enrollments, and loss of public support. This type of error can cause great harm to the College's brand, negatively impacting potential for enrolment growth, funding applications donor support and potentially contributing to severe shortfalls in operating budgets. Failing to locate, recognize or develop situations or opportunities could cause loss of revenue and jeopardize market positioning.

-   Poor internal communications could impact knowledge of key college directions and understanding of sensitive issues by the general College population, negatively affecting staff morale and engagement which can lead to increased grievances and decreased productivity.

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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	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues.	Vice-President	To discuss strategy, communications and policy issues, College goals and objectives, and new, ongoing or critical issues/projects. To provide/obtain advice.		X
	President's Office and other members of the Senior Management Team	To consult on addressing a variety of communications issues/situations. For team consultation and exchanging information. To set College policy, procedures and objectives. To provide or obtain advice.		X
	SEM Team, Directors, Registrar Recruitment Manager	Recruitment strategies, special events, publications. Problem solving.		X
	Program coordinators, faculty, Student Experience leaders	Consultation regarding program strategies, material required for presentations. · Web site, technical needs.		X
	Service areas, i.e. Purchasing, Information Technology Services	Contracts, purchases. Web site, technical needs		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	School Boards, secondary school leaders and guidance networks, employment agencies, other recruitment partners.	To support the College's recruiting program, to promote Fleming within our communities, to network and provide information and incentives to initiate partnerships to build enrolment and student satisfaction.	X	
	Community partners, economic development agencies,	To promote Fleming's strategic priorities; College/community issues, clarification, new initiatives, problem-solving. Community relations.	X	

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	Media – local, provincial	Incumbent coordinates media responses; acts as an official College contact/spokesperson	X	
	Counterparts – other Colleges; Heads of Marketing; officials at other Colleges	Liaison re: College issues, functions, information Provincial issues; local issues; situations requiring Executive involvement/representation.	X	
	Suppliers/Agencies	Oversee activities of creative and strategic consultants, agencies, service providers		x

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.**

7. 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.

Required to coordinate, control and provide general supervision for the entire division including the quality and quantity of work, and overall achievements. Responsible for hiring, motivating, promoting, appraisal, discipline and terminating staff.

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( ) 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.

Direct Reports:
Marketing / Creative Services
Communications
Recruitment

Functional Guidance:
College Management
SMT – in conjunction with VP

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8. 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	17
Non Full Time Staff (FTE) *	5
Contract for Service **	
Total:	22

* 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.

JFS Template

9. 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
Prolonged sitting at meetings			X		
Normal Office Environment				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
Reading information/data without interruption			X			Long
Report writing and presentation preparation (attention to detail)			X			Long
Listening			X			Int.

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.

JFS Template

10. 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.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Normal office environment with some travel	X		
Managing complaints/dealing with upset individuals related to crisis communication	X		

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
Occasional driving to other campuses/meetings	X		

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.

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