

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Student Recruitment & Admissions Representative Payband: E

Position Code/Number (if applicable):

Scheduled No. of Hours: ____ 35 ____ per week

Appointment Type: 12 months Less than 12 months (please specify # months: _____)

Supervisor's Name and Title: Manager, Student Recruitment & Conversions

Completed by: Manager, Student Recruitment & Conversions Date: September 3, 2021
 Manager, Domestic Admissions

Signatures:

Incumbent:

Date:

(Indicates the incumbent has read and understood the PDF)

Supervisor:

Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

Reporting to the Manager, Student Recruitment & Conversions and under the direction of the Manager, Domestic Admissions, this position works with both the Student Recruitment and Admissions departments.

While working with the Admissions team (60%);

This position is a key point of contact for applicants with respect to their admission to the College and students with respect to their admission when changing programs. Advises applicants and students regarding admissions processes and policies including minimum admission requirements. Processes documentation for the admission of all students. Ensures that applicant and student information is up-to-date and accurate at each stage of the admissions process. The incumbent must demonstrate strong communication and customer service skills in dealing with internal and external contacts.

While working with the Recruitment team (40%);

This is a front-line recruitment and conversion position for the College. The incumbent will provide information about the College's services, programs and facilities. They will respond to questions and requests from varied audiences external to the college, such as prospective students, parents, teachers, secondary school guidance counselors and other influencers. They will represent Fleming at fairs, trade shows, community events as well as other events (e.g. Open House) both on- and off-campus. They will deliver presentations to prospective students at targeted high schools and community agencies within Ontario to encourage prospective students to consider Fleming College as a post-secondary destination. Regular travel within the province to targeted schools is required including weekend travel and overnight stays.

During semester startup periods (September, January, May) the incumbent would spend most of their time with Admissions helping with the process of startup. During the fall (end of September through to the end of November) the incumbent would primarily be on the road with the Student Recruitment team, interacting with prospective students. They would work with admissions to help with the January intake and the February 1st Admissions deadline. In the spring they would work closely with Student Recruitment for the spring visits and eastern region panel tour. During the summer (June/July) they would work with Admissions to assist with all processes in preparation for the incoming cohort.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
<p><u>Service and Communications</u> Responds to enquiries from the general public, parents, the College community, high schools, and agencies relating to College programs, general education programs by phone, mail, email or at the counter. Interprets admission and academic policies and procedures of the College to community and general public. Provides program information and refers student to proper contact with respect to refunds, withdrawals, and/or financial assistance.</p>	40
<p><u>Active Recruitment of Future Students</u> Actively engages with potential students and their influencers including parents, family members, guardians, guidance counselors, etc. in person or via phone, email and mail. Conduct formal presentation sessions to varying group sizes primarily off-campus. Participate in fairs, trade shows, community events, College Information Program (CIP), post-graduate events at universities and secondary school visits as well as other student recruitment events both on and off campus.</p>	20
<p><u>Events</u> Participates in the delivery of Open House, College Information Program, and other on-campus special events to promote the College to prospective students and influencers. Participate in the organizing of materials, execution of the event as well as set up and tear down.</p>	10
<p><u>Administration</u> Activities that include, but are not limited to; student registration, conversion communications, data entry and status verification, and providing students general information and direction</p>	10
<p><u>Systems Support</u> Assists Manager in organizing data, researching, and generating materials that support the development of presentation/reporting materials. Can include charting data, process mapping, web research, etc.</p>	5

<u>Reporting</u> Ensures that summaries of recruitment activities are recorded according to departmental guidelines and use tracking templates. Reports must be completed in a timely manner and all data must be accurate.	5
<u>Knowledge</u> Maintain knowledge of Fleming programs, facilities and services by liaising with, faculty, staff and attending program and training meetings as required.	5
Other related duties as assigned	5%

* To help you estimate approximate percentages:

- | | | |
|---------------------|---------------------|---------------------|
| ½ hour a day is 7% | 1 hour a day is 14% | 1 hour a week is 3% |
| ½ day a week is 10% | ½ day a month is 2% | 1 day a month is 4% |
| 1 week a year is 2% | | |

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- | | | |
|--|--|---|
| <input type="checkbox"/> Up to High School | <input type="checkbox"/> 1 year certificate | <input checked="" type="checkbox"/> 2 year diploma |
| <input type="checkbox"/> Trade certification | <input type="checkbox"/> 3 year diploma / degree | <input type="checkbox"/> 4 year degree or 3 year diploma / degree plus professional certification |
| <input type="checkbox"/> Post graduate degree (e.g. Masters) or 4 years degree plus professional certification | | |
| <input type="checkbox"/> Doctoral degree | | |

Field(s) of Study:

Business/Marketing, Office Administration

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

No additional requirements

- Additional requirements obtained by course(s) of a total of 100 hours or less
- Additional requirements obtained by course(s) of a total between 101 and 520 hours
- Additional requirements obtained by course(s) of a total of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

Less than one (1) year

Minimum of one (1) year

Minimum one years' experience working in a front-line customer service position interacting with a variety of internal and external customer groups, preferably based in an educational setting.

Public speaking, event planning, experience using computer software including database, spreadsheet, calendaring, email. Experience working independently within a team environment handling multiple tasks and timelines from a variety of sources in order to meet deadlines.

Valid Driver's license in good standing.

Minimum of two (2) years

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring

Key issue or problem encountered.	Unexpected technical difficulties (malfunction of laptop/data projector) interfere with the ability of the Student Recruitment and Admissions Representative to deliver the planned Power Point presentation.
How is it identified?	Situation would be identified during the equipment setup, right before the presentation begins.
Is further investigation required to define the situation and/or problem? If so, describe.	Review the equipment setup to look for an easy ways to fix.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	When this happens, the incumbent would need to stay calm and rapidly review the equipment setup, while looking for other feasible options to deliver the presentation. With a knowledge of timeframes, goals and intended message they would need to make a decision of how to best to proceed. This could be a modified presentation, getting AV support or alternative equipment, alternative form of presentation such as relying on print materials, or rescheduling the presentation. The decision would have to be made on the spot that best fit the scenario and would need to be reported back the Manager of Student Recruitment and Conversions.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices, experiences

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

A student has missed the deadline to confirm their acceptance to an oversubscribed program. They have now called wanting to know how they can enrol.

How is it identified?

The student has contacted the Admissions Office directly.

Is further investigation required to define the situation and/or problem? If so, describe.

The incumbent would first look into the student's record in the student information system to ensure that they have missed the confirmation deadline. The next step will involve the incumbent reviewing confirmation data to determine whether or not open seats exist in the program.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Upon review, it is determined that the program capacity has been exceeded. The incumbent will then explain to the student that there is no available space in the program but offers them a position on the waiting list. The incumbent may also suggest alternate program options that are available for the student to enroll in should they not be called off of the wait list.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

College's Admissions policies and procedures, OCAS policies, MCU policies, Admissions Officers, Manager, Domestic Admissions

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered	The Student Recruitment and Admissions Representative would attend presentations that were scheduled for them, and present the General Fleming College Presentation from their recruitment “tool kit”, to their intended high school audience. Occasionally a planned visit at a school cannot be completed as scheduled – i.e. school bus cancelation/snow day
How is it identified?	Would need to listen to news/social media to check bus schedule for school board where presentation is scheduled to occur.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The incumbent would contact the school via phone to confirm the visit would be cancelled and attempt to rebook it in their own schedule.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	With knowledge of the team goals, priorities and upcoming schedule the incumbent reviews their current schedule and rebooks the visit if possible. If no availability exists they would let the Manager of Student Recruitment know so they could understand availability of other team members to cover.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices, team priorities, schedule

#2 occasional

Key issue or problem encountered	Student is having difficulty navigating their OCAS application or Evolve Student Centre and is unsure how to proceed.
How is it identified?	Student contacts the college via phone/email.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent must first identify if the problem is related to admissions/application, is technical, or if the student needs help from another department.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	If student is in the application stage, incumbent to troubleshoot with knowledge of the systems and determine route cause of issue. Ensuring the student has clear instruction on how to proceed with their application OR is referred properly to a source that can solve their query.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Department guidelines and knowledge, and user manual for OCAS.

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally.

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	In partnership with the Student Recruitment Officer plan and coordinate a College visit or an off-campus school visit for a school or community group. Visits can be a result of a targeted solicitation or an ad hoc request.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Need to discuss with the Student Recruitment Officer who will take the lead on the planning of the visit. Relationship-building skills. Request needs to be reviewed, discussed and analyzed to see if the requested approach to the visit is the most suitable Consultation with the visiting teacher and the Student Recruitment Officer and follow-up with College faculty and staff to ensure adequate human, fiscal and space resources are available at the College.
List the types of resources required to complete this task, project or activity.	Current Schedule - Upcoming on-campus special events- coordination with request; timetables/schedules of College faculty and staff involved in visit Presentation - Knowledge of existing corporate and school/program-specific presentations - to be skilled in delivery of presentation and be able to modify these presentations- with support from the Student Recruitment Officer as required
How is/are deadline(s) determined?	Availability of rooms, staff & faculty availability, specific dates suggested by guests

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

In some cases, once College visit is booked the visiting school asks for a change in the date. In collaboration with the Student Recruitment Officer and the teacher or organizer, details would be reworked for a new agreed upon date.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.

Plan and coordinate the preparation of offer of admission packages.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

The incumbent must organize and ensure that sufficient supplies are in stock (paper, envelopes, booklets) in order to prepare the offer of admission.

The incumbent must be able to plan ahead and coordinate with the Admissions Officers, Mailroom, etc. to ensure that the offer of admission packages are prepared and mailed quickly

List the types of resources required to complete this task, project or activity.

Knowledge of materials required for offer of Admission packages, awareness of admissions key deadlines and schedules.

How is/are deadline(s) determined?

Deadlines are determined by College system, direction from Manager, Domestic Admissions

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

If there is a problem with the availability of materials, the incumbent will obtain direction from Manager, Domestic Admissions.

#3 regular & recurring

List the project and the role of the incumbent in this activity.

Assist Manager, Domestic Admissions with start-up planning/events 3x year

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Incumbent to review/organize files and help communicate to each campus, and coordinate set up materials and displays.

List the types of resources required to complete this task, project or activity.

OCAS/Evolve student file access and awareness/access to outgoing communications that were sent to students pre-arrival and knowledge of the student centre

How is/are deadline(s) determined?

Academic Calendar/facilities lead time requirements.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Direction and guidance from the Manager,
Domestic Admissions

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	Incumbent is responsible for explaining application process to prospective students
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
Manager would describe expected outcome from the task/activity Manager would define Student Recruitment Admission Representative accountabilities for the activity Manager would define the stakeholder groups Manager would define limitations to be considered in the assignment Manger would define reporting timelines Manger would share established evaluation procedures to be implemented after activity Day to day activities are performed independently based on past practices	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Student Recruitment yearly calendar of events Marketing plan Past practises, experience Academic Calendar Admissions Officer's expertise Policy and Procedural documentation FAQ, and template review	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Weekly/biweekly team meetings Review of work by report and by developing drafts for input and review by supervisor Review of tracking spreadsheets by supervisor	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Campus visit request by school /community group – Student Recruitment Officer will take the lead on booking.</p> <p>Changes to school visit schedule, re-ordering of cars and hotels as required.</p> <p>Determining appropriate (grade level, type of event) college display and print resources to be used at an event</p>	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Workload issues</p> <p>External requests for large-scale events, functions</p> <p>Conflicts with other departments - academic and/or service</p> <p>Budget approvals</p> <p>Staffing options</p> <p>Messaging for targeted audiences</p> <p>Changes to processes</p>	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Realignment of priorities in the day to day schedule on an immediate basis when unexpected requests/ needs arise in the absence of the supervisor.</p>	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Request by phone, email, mail, walk-in for information about the college's services and programs	Discuss specific questions and information from college viewbook, website or resource materials	Prospective students and their families/influencers	D
Request to visit the college received by phone, email, mail, internal referral	Refer to online booking for individuals Refer to Student Recruitment Officer to coordinate booking for groups	Prospective students and families Professional groups/associations Key influencers of students considering college	M
College presentation or presence at school function/career fair received by email, mail, phone from school, internal referral, or request	Refer to Student Recruitment Officer to coordinate booking	Prospective students, parents, teachers General public	M
Summarizing of activity data to the manager for activities delivered	Fill in provided template with effective and reliable data	Supervisor Marketing dept Campus leaders College faculty and staff	D

* D = Daily W = Weekly M = Monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M ,I)*
Exchanging routine information, extending common courtesy	Direct information exchange, answering questions and clarification to promote Fleming's programs and services	prospective students and their influencers and general public	D
Explanation and interpretation of information or ideas			
Imparting technical information and advice	Student identifies issue with their application –	Prospective/current student starting new program	W
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Standing at recruitment events	D			X	X		
Set up recruitment materials, moving recruitment supplies	D	X			X		
Driving	D			X	X		

* D = Daily W = Weekly M = Monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

- Light (up to 5 kg or 11 lbs)
- Medium (between 5 to 20 kg or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)

Pull ups, giveaways, viewbooks (cart provided to move items into and out of visiting schools)

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
College presentation to on or off campus groups	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

- Usually
- No

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11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Professional office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Travel to schools, fairs, and events across Ontario, including travel over weekend or evenings when required	W
<input checked="" type="checkbox"/> working in isolated or crowded situations	Some fairs or events such as open house and the College Information Fairs are very crowded with prospective students and their influencers.	I
<input type="checkbox"/> other (explain)		

* D = Daily M = Monthly W = Weekly I = Infrequently