CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges= Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College=s recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position=s Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

1. POSITION IDENTIFICATION

Position Title: Manager, Domestic and International Admissions

Position Number: A00071

Pay Band: 10

Incumbent: VACANT

Location/Campus: Sutherland Campus, Peterborough

Division/Department: Registrar's Office

Immediate Supervisor (title): Associate Registrar, Admissions and Partnerships

Date of JFS: April 16, 2021

Last Evaluated: April 28, 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: _____

POSITION SUMMARY

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

Admissions: implementation of an annual domestic and international admissions plan and related policies and procedure which ensure a proactive, innovative, service-oriented approach that leads to meeting enrolment targets, while maintaining compliance with government and college policies. The incumbent will also work closely with the college conversion team ensuring maximization of domestic enrolment.

RO Services Enhancement: Working with the RO management team, the incumbent will lead the review and alignment of service enhancements across the RO to ensure the continued delivery of superior customer service to both students and internal customers.

Human Resources Management: The incumbent is responsible for the recruitment, development, supervision and performance management of a team of Admissions staff.

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. Admissions: implementation of an annual domestic and international admissions plan and related policies and procedures which ensure a proactive, innovative, service-oriented approach that leads to meeting enrolment targets, while maintaining compliance with government and college policies.

(40%)

- Oversees Domestic and International Admissions staff in the:
  - evaluation and release of applications for domestic and international postsecondary programs ensuring fair and equitable treatment, completed in a timely manner in order to ensure optimal enrolment.
  - proactive management of applications to ensure that alternative offers of admission are provided in situations where applicants do not meet the admission requirements of their initial program of choice.
  - ensuring quality, accuracy and timeliness of admissions advisement including providing applicants, parents and secondary school guidance counsellors with an understanding of the admission requirements, reasons for denial of admission, alternative academic paths to reach career goals, and Ministry policies.

- Monitors application/registration statistics closely ensuring that enrolment opportunities are optimized. This includes partnering with the Manager, Student Recruitment & Conversions in maximizing the enrolment plan to reach overall targets.

  - Effectively manages waitlists in collaboration with the Registrar, for over-subscribed programs, to maximize enrolment.
  - Implements effective direct entry/advanced standing admissions processes.

- Oversight of all assessments completed in source countries
- Oversees the international internal application process to ensure applicants receive up to date information on entrance to further programs at Fleming College

2. **RO Service Enhancements: Working with the RO management team, the incumbent will support the review and alignment of service enhancements across the RO to ensure the continued delivery of superior customer service to both students and internal customers.**
(20%)

- The incumbent is responsible for the management of the domestic Admissions offices in Peterborough and Lindsay campuses. Occasional travel to the other campuses is also expected.
- Review the quality, accuracy, timeliness and presentation of all communication vehicles within the RO.
- Work with Academic Schools and College departments to ensure collaboration and efficiencies in the RO processes and service to students and internal clients.
- In collaboration with the other RO leaders, the incumbent is responsible for ensuring effective leveraging of the Peoplesoft Student Information System to facilitate smooth domestic admissions processing.

3. **Works closely with the Conversion team ensuring maximization of domestic enrolment**
(20%)

- Working with the Associate Registrar, contributes to the Conversion team and represents the RO in all conversion decisions and activities.
- Ensures reporting supports evidence-based decision-making regarding conversion activity.

4. **Human Resources Management** **(20%)**

- Recruits, develops, and supervises a team of full-time support staff, regular part-time support staff as well as a variety of casual part-time support staff employed to meet peak activity periods in the normal business cycle and/or for periodic project requirements.
- Ensures staff assignments are consistent with the Collective Agreements.

TOTAL: **100%**

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. Domestic and International applicant evaluations are one of the cornerstones of the Admissions Office. The incumbent is accountable for the oversight of accurate assessment. This responsibility includes staying abreast of changes in secondary school curriculum and graduation requirements, the provision of training for staff to increase their skills in credential assessment and the establishment and implementation of a methodology for the cross comparison of students who have a wide variety of academic backgrounds.

2. Attaining optimum Domestic and International enrolment poses a variety of complex challenges, some of which are faced several times a week. Decision making related to sending out the appropriate number of offers to ensure an aggressive approach that also does not compromise capacity and other constraints that exist with respect to student spaces. This type of decision making, a complex balance, requires a strong knowledge base regarding offer return rates and sound judgement to deal with unanticipated offer return rates in an effective manner that leads to optimal enrolment.

3. Creating, maintaining the Internal Applications for students who are switching programs or moving to new ones becomes a complex issue overlaid on top of new intake students. The judgement and decision-making to ensure optimal enrolment while maintaining equity to all students, both internal and external (intake applicants), can create issues with students. In addition, when the programs requested are waitlisted the complexity is exacerbated.

EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent=s actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post Secondary

☐	Partial Secondary School	☐	Secondary School Completion

Post Secondary

☐	1-Year Certificate	☐	4-Year Degree
☐	2-Year Diploma	☐	Masters Degree
X	3-Year Diploma/Degree	☐	Post Graduate Degree

☐ Professional Designation Specify:_____

☐ Other Specify:_____

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

Relevant field of study

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

- Deep understanding of and appreciation for diversity and inclusion
- Excellent innovative and critical thinking skills
- Demonstrated knowledge of the Ontario post-secondary and secondary school systems
- Solid knowledge of enrollment planning concepts
- Understanding of marketing, conversion and student outreach initiatives
- Excellent communicator with very strong written and verbal communication skills
- Strong leadership and interpersonal skills
- Strong organizational, planning and time management skills leading to the delivery of responsive, personalized, customer service

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 fulfill 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	X	5 years
☐		☐	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.

- Experience overseeing the effective positioning and promotion of domestic academic programs to prospects and applicants during the admissions process
- Superior experience in overseeing the enhancement of customer service in an educational environment
- Proven ability to work in a highly effective manner in a multi-task oriented environment, under high pressure with high volume, and competing deadlines
- Proven ability to work collaboratively and exercise sound judgment in interactions with staff and colleagues
- Strong understanding and experience with leveraging the admissions aspects of a student information system (Peoplesoft preferred)
- Proven ability to develop creative solutions to address issues effectively

- Proven capability to develop and lead a highly motivated team, preferably in a post-secondary unionized environment, focused on providing superior customer service

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.

- Working within the enrolment plan, decisions related to the status of programs, to declare a program oversubscribed, or to declare a program closed.
- Decisions related to denying or granting admission to an applicant or releasing offers of admission.
- Decisions regarding conversion activity and report creation for evidence-based decision making

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.

- Serious staff disciplinary issues which may lead to litigation or dismissal are made in conjunction with the Associate Registrar.
- Major budgetary decisions would be made in conjunction with the Associate Registrar to ensure that the needs of the entire Registrar's Office are being fulfilled.
- Significant changes to the Admissions policy and procedure

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.

Fleming College Strategic Plan
MCU Policy on Admissions
Credential Assessment Guidelines
MCU Policy on Tuition
Fleming Policies (Admissions, Freedom of Information, Fees)
Full-Time and Part-Time Support Staff Collective Agreement
OCAS Processing Guidelines
Student's Rights and Responsibilities
Peoplesoft Student Information System
ONCAT policies on Transfer Credits
College Enrolment Plans
College-wide Policies & Procedures

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.

- Failure to strategically manage the enrolment of new domestic students could result in a severe loss of tuition revenue and MCU funding, creating budget hardship for the college.

- Changes in ONCAT policies not recognized can cause severe inconvenience and risk of students not being successful in their programs of study.

    - Errors in application processing could result in delays with respect to international students' ability to attain their Study Permit/Student Visa, impacting the student's study plan, not meeting enrolment targets, and also causing reputational damage making future recruitment more challenging.

5. 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.	*Registrar*	*Regular updates/meetings*		F
	Assoc. Registrar Admissions and Partnerships	*Review of application statistics, projected enrolment targets, consulting regarding various admissions activities, management of waitlists*		F
	Chairs	*Consulting regarding admission requirements, offers, student issues*		F
	Students, Parents	*Review of acceptance decisions, domestic and international admissions advising, Required to handle sensitive, often emotional, issues involving parents and/or students*		F
	Associate Registrar Records, Student Accounts & Financial Aid	*Systems and records related issues and challenges*		F
	Information Technology Support Staff	*Implementation and enhancements to the student information system, problem solving, testing,*	O	
	Admissions Staff	*Provide guidance and direction, general inquiries, status updates, conflict resolution*		F
	Local Union	*Respond to queries, resolve issues, grievance handling*	O	
External to the	*Secondary School*	*Advising regarding college*		*F*

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	*Guidance Counsellors*	*admissions policies and selection processes*		
	MCU	*Interpretation of admission policies,*	*O*	
	Ontario College Application Services	*Problems with data transmission, publication of applicant guides/Program Locator*		*F*
	Police/MPPs office	*Responding to investigations regarding constituent complaints,*	*O*	
	Citizenship and Immigration Canada	*Citizenship status, notification of student withdrawal, confirming authenticity of student letters requests for applicant information*	*O*	

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.**

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(□) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

___ Not responsible for supervising or providing guidance to anyone.

X Provides technical and/or functional guidance to staff and/or students.

___ Instructs students and supervises various learning environments.

___ Assigns and checks work of others doing similar work.

X Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.

X 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.

Admissions Officers, International Admissions Officers, Admissions Assistant

7b. SPAN OF CONTROL

Span of Control is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

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

Type of Staff	Number of Staff
Full-Time Staff	7
Non Full Time Staff (FTE) *	1-2 (1 x 24hr /wk RPT, in addition to multiple casual staff as required)
Contract for Service **	
Total:	8-9

* Full Time Equivalency (FTE) conversions for non full time staff are as follows:

Academic Staff

Identify the total average annual teaching hours taught by all non full time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non-post secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

** Contract for Services

When considering contracts for services, review the nature of the contractual arrangements to determine the degree of supervisory responsibility the position has for contract employees. This could range from no credit for supervising staff when the contracting company takes full responsibility for all staffing issues to prorated credit for supervising staff

when the position is required to handle the initial step(s) when contract staffing issues arise.

8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	**Frequency** (note definitions below)				
	Occasional	**Moderate**	**Considerable**	**Extended**	**Continuous**
Sitting in front of a computer			X		
Travel (one day week, travel to Lindsay campus and occasional travel, as needed to other campuses		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 statistical reports (ex. enrolment planning)		X				I
Reviewing detailed and complex reports (ex wait lists)				X		L
Discussions with students regarding complex issues				X		I

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.

9. WORKING CONDITIONS

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

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

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	**Frequency** (note definitions below)		
	Occasional	**Frequent**	**Continuous**
Pressure to meet deadlines		*X*	
Required to handle sensitive, often emotional, issues involving parents and/or students		X	
Travel to other campuses	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

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.

Additional Notes Pertaining to this Position: