



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 College's Administrative 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.

POSITION IDENTIFICATION

Position Title: Corporate Secretary
 Position Number: A00251
 Pay Band: 12
 Incumbent:
 Location/Campus: Sutherland
 Division/Department: Office of the President
 Immediate Supervisor (title): Chief of Staff
 Date of JFS: September 25, 2024
 Last Evaluated:

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.

Reporting to the Chief of Staff, Office of the President, and as a member of the Senior Management Team, the Corporate Secretary plays an integral role on the operational, governance and administrative management of the Board of Governors and related committees, and a strategic liaison between Board and management. As a member of the Senior Management Team, the Corporate Secretary works closely with the Chair of the Board of Governors, Board members, the President, Chief of Staff, Office of the President and General Counsel to ensure effective governance of the Board. The Corporate Secretary also provides high level governance guidance as requested to business areas/internal committees responsible for periodic reporting to the Board.

The Corporate Secretary provides advice and guidance on Board responsibilities, protocol, policies and logistics. The incumbent ensures Board secretarial protocols are in place (e.g., agendas, minutes, motions, Board packages, etc.), and that accurate and sufficient documentation exists to meet legal, legislative and governance requirements. The incumbent provides expertise and advice on matters of Board governance, including but not limited to projects, assignments, and research to maintain "best practices" in board governance, and ensuring legislative/regulatory compliance.

The incumbent is responsible for day-to-day oversight of operations, community interactions, projects/ assignments, continuing improvement, and budgets of the Board of Governors.

KEY DUTIES

Provide a description of the position's 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. Board Governance Management

30%

- Ensure Board members have the tools and information required to govern effectively;
- Manages Board governance framework and provides advice and support on a broad range of issues related to Board governance, relevant legislation, college-wide system issues and issues which affect the development of policies, procedures, and processes, and needs and expectations of the Board of Governors;
- Maintains the integrity of best practices in governance and ensures that by-laws and other governing documents are reviewed regularly and updated accordingly;
- Establishes current and effective Board member nomination processes that are implemented on a proactive basis;
- Develops oversees and conducts Board orientation and oversees additional training on key issues for the Board;
- Act as a key resource and advisor as it relates to questions of board governance and meeting rules, proceedings, and actions;
- In conjunction with General Counsel, develops tools and processes to assist the Board in meeting its fiduciary and legislative responsibilities.
- Maintains regular interaction and communication to enable alignment and mutual sharing of exemplary governance practices with the secretaries and Chairs of Colleges committees
- Assisting the Board in evaluating their own performance as a Board and in improving their governance excellence by planning and organizing board development activities and information sessions.
- Coordinating and delivering education to Board members on policy issues, governance best practices, etc.

- Provide advice on the development and maintenance of Board policies and by-laws;
- Acts as Subject Matter Expert on Board governance by providing advice and counsel to the Board on governance matters;
- In-conjunction with General Counsel, provides advice and counsel to the Board on legal matters
- Monitoring external trends and leading improvements to align with best governance practices;
- Act as a key communication point between the senior leadership team of the College and the Board of Governors, including facilitating any information requests by the board or board members;
- Provide supports and advice as required for the Fleming College Foundation and affiliated organizations, including providing governance and process advice and ensuring the production of formal minutes

2. Board & Committee Administration

30%

- As the Corporate Secretary for the Fleming College Board of Governors, Fleming College Foundation Board of Directors and affiliated organizations, the incumbent will lead and/or support all work related to the creation of agendas, identification and approval of reports, effective management of board meetings and the production of formal minutes;
- Ensures that decisions and action items are thoroughly and accurately documented, produced and tracked in an appropriate and timely manner that supports the Office of the President. Communicating decisions and actions taken by the Board and ensuring proper execution & follow-up where further action is required. (I.e. further follow up may be needed for legal matters).
- Support the planning of logistics related to regular board meetings, ad hoc/special meetings, board retreats and other formal meetings related to board activity;
- Managing and coordinating the preparation of Board materials and presentations.
- Reviewing material proposed for submission to the Board to ensure compliance with Board policies and objectives.
- Assisting the college's senior leaders in developing reports and presentations for consideration by the Board.
- Maintaining the corporate seal, records, contracts and other documents related to the Board.
- Developing appropriate records management practices for Board materials.
- Preparing the annual operating budget for the Board; tracking and monitoring expenditures; ensuring Governors' expense reports are accurate and comply with policy and by-laws.
- In conjunction with the Chief of Staff, Office of the President, is responsible for tracking, documenting and compiling college performance with respect to Board Policies, as reflected in the Strategic Plan and Annual Business Plan by:
 - Initiating, coordinating and monitoring the annual goal setting and reporting process, including identification of performance measurements
 - Ensuring that annual goals are set considering the college's strategic plan objectives and within the available resources
 - Monitoring progress against measurable criteria and preparing report to the Board, which becomes part of the colleges' Annual Report.
- Develops an annual board plan including objectives and an education plan that is relevant to board decision-making;
- In conjunction with the Chief of Staff, is responsible for administering the President's Performance Review process

3. Stakeholder Engagement

15%

- Maintains an appointment register of Board Members' terms of office and ensures timely consideration of reappointments and vacancies for external appointees
- Ensure Board Members are assigned to appropriate committees
- Leads external recruitment process for Board Members
- In conjunction with Human Resources facilitates internal recruitment process for Board members
- Manages Board candidate applications and pool of potential candidates ensuring a succession

plan is in place and skills matrix maintained.

- Informs candidates of the process for Board recruitment.
- Acts as liaison with provincial government for Lieutenant Governor Appointment Process (LGIC – Lieutenant Governor In Council)
- Designing and overseeing the orientation of new governors, at the local level, advising on protocols and arranging briefings; ensuring members are aware of provincial board development opportunities such as the certificate program through the College Centre of Board Excellence.
- The incumbent serves as a liaison between the Office of the President and key internal and external stakeholders, including past, current, and potential future Board members.

In addition, the incumbent advises and assists the President and senior college management in responding to enquiries from media, government and community stakeholders related to Board information

4. Team & Department Leadership **10%**

- Working with the Chief of Staff, leads the Board Governance team to ensure effective, efficient, and quality services to the College leadership team, including providing high quality advice and services in a timely manner;
- Regularly engages with managers across the College, collecting feedback on the team’s processes and services, to identify and implement process improvements;
- Keep up to date on current and emerging compliance trends and issues related to board governance

5. Senior Management Team Membership (SMT) **10%**

- As a member of the Senior Management Team (SMT), the Corporate Secretary actively participates with other members of the senior leadership team in the provision of leadership, strategic and business planning and corporate administrative decision making for the College.
- The Corporate Secretary provides support, counsel, and advice to members of the College executive team and Board of Governors on Board of Governor issues: This includes:
 - Creating strategic legal objectives to support the mission and vision of the institution;
 - Supporting the Fleming Executive Group by playing an integral role on the operational, governance and administrative management of the Board of Governors

6. Assistance with other President’s Office functions and activities **5%**

- The incumbent aids, as required, to ensure adequate coverage of core functions within the Office of the President, as well as the success of key stakeholder events.

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.

- Responding to urgent and sensitive Board issues and enquiries with tact, exercising good judgement related to confidentiality, transparency, optics, and accountability considerations. Ensure information regarding a Board matter is thoroughly researched, documented, drafted in clear and concise reports, policies and by-laws, so the Board can make informed decisions and direct appropriate action to staff. This involves assessing information and options. The Corporate Secretary must keep the President and the Chair informed, follow Board protocols and ensure that legislation and Minister's binding directives are followed.
- Assuring the effective and efficient use of governors' time and expertise while respecting and recognizing their ability for effective decision-making and a meaningful contribution to the College and its students. The incumbent must be aware of and execute on any of the legal, ministry and/or legislative directives pertaining to the Board and when considering the options, motions recommendations and outcomes.
- The incumbent is the key liaison between the College and the Board and is responsible for providing advice and counsel to Senior Leadership on reports, motions and presentations to the Board. If the incumbent does not counsel or make appropriate recommendations or motions to SMT, it may have a negative outcome of an initiative, funding issues etc.

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

Masters 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.

- Four Year Degree in Business, Public Administration, Political Science or related field
- Training or certification in Board Governance

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).

- Parliamentary Procedure, experience interpreting legislation, developing policy
- A thorough understanding of policy governance models
- Highly developed report writing skills and oral presentation skills
- Strong organizational and multi-tasking ability
- Excellent interpersonal skills with the ability to work effectively with all levels of staff and government
- Strong research skills
- Records and information management skills

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:

- | | |
|--|---|
| <input type="checkbox"/> 0 - no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input checked="" type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

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

- A minimum of 7 years relevant experience working with a Board
- Experience with Board protocols, policies, bylaws, governance, records management, related legislation, Ministry documents, etc.
- Experience supporting and advising senior level executives
- Experience working with legal and compliance matters
- Experience developing policies and procedures
- Understanding and use of positive conflict resolution skills
- An understanding of the college and its community is essential to provide effective input/advice to the President, Board and senior management of the College

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.

- Provide expert advice to college employees and senior management on policy, compliance, risk management and governance matters.
- Identify and vet potential new appointments to the Board of Governors.
- Recommending actions resulting from Board of Governors' decisions, and follow-up in a timely manner to meet established deadlines.

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.

- Proposals to the Board of Governors to change Board policies
- Entering into a binding legal agreement
- Prepare annual operating budget for the Board of Governors

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 Colleges & Universities guidelines/all Minister's Binding Policy Directives
- Ontario Colleges of Applied Arts and Technology Act, 2002
- Ontario Regulation 34/03 made under the Ontario Colleges of Applied Arts and Technology Act, 2002
- All Fleming College Board of Governors By-laws & Board Policies
- All Fleming College Administrative Policies
- Parliamentary procedure
- Records management principles

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 provide accurate information to the Board (e.g., protocols or policies) could result in the poor decisions by the Board, leading to potential compliance issues, delays in necessary action, financial losses, legal liability and/or loss of reputation and harm to partnership agreements or initiatives.
- Errors of fact and judgement related to information and advice provided to the President or Board Chair could cause reputational risk; harm to the College's image with all levels of Government, faculty, staff, students, parents and the community
- Decisions regarding information flow to the governors and management could result in mistrust, missed opportunities, waste of resources and financial losses.

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.	President	Consultation, advice, exchange information		X
	Chief of Staff	Immediate reporting relationship, consultation, advice		X
	Chair, Board of Governors	Consultation and advice on a wide range of governance matters		X
	College General Counsel	Consultation and seeking advice re legal matters that impact the Board		X
	Executive Committee, Board of Governors	Consultation and advice on a wide range of governance matters. Preparation for meetings		X
	Board of Governors	Expert advice, direction and recommendation on board matters		X
	College Executive Team	Preparation for Board events and activities. Follow up on action items, counsel for board prep		X
	College community	Advice and direction on compliance and Board		X
	Chair, Board of Directors, Foundation	Consultation and advice on a wide range of governance matters		x
	Foundation Board of Directors	Consultation and advice on a wide range of governance matters. Preparation for meetings		x
	Fleming College Research Institute	Consultation and advice on a wide range of governance matters. Preparation for meetings	x	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public	Contacts by JOB TITLE	NATURE and PURPOSE of Contact	Frequency of Contact	
			Occasional	Frequent
	MCU Officials	Governance discussions regarding board composition, provide information, scheduling requests	x	
	Outside Consultants	Recruiting Board members	x	
	PSE Counterparts and other colleges	Matters of mutual interest regarding legal and governance issues in the PSE sector	x	
Board Members	Responding to urgent and sensitive Board issues and enquiries with tact, exercising good judgement related to confidentiality, transparency, optics, and			x

		accountability considerations.		
	Colleges Ontario, ACCC, other provincial and national agencies and professional associations	Provide/seek information, proposals, exchange information		X
	Elected Officials	Work with other key members of the President's office on complaints, clarification on rulings/policies	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. a) 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.

(/) 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.

- **Board of Governor members**
- **Acts as a Subject Matter Expert to College Management regarding the Board**
- **Provided guidance and counsel to the Board and college staff regarding Board governance and protocols; action items; budget etc.**

7. b) 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	0
Non Full Time Staff (FTE) *	0
Contract for Service **	0
Total:	0

*** 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
Prolonged sitting at meetings; fine motore skills for computer work				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, researching, report-writing				X		
Preparation for and attendance at board and senior management meetings, listening, minute taking, presenting issues, etc.			X			

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
Regular interruptions		X	
Tight deadlines for meetins and information		X	
Weekend and evening work to meet the expectations of the President/Board		X	
Travel to off-site Board meetings or special events	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.