

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Fleming Student Outreach Facilitator (I/O)

Payband: G

Position Code/Number (if applicable):

Location: Sutherland Campus

Scheduled No. of Hours: ____35____ per week

Appointment Type: ☐ 12 months ☒ Less than 12 months (please specify # months: 6)

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

Completed by: Manager, Recruitment & Conversions

Date: July 31, 2025

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, Recruitment & Conversions, this position provides outreach to potential students who may not consider post-secondary education to be an option. The position will work closely with guidance counsellors, teachers, community groups and individuals to identify potential students who have been marginalized, and to help increase participation rates among under-represented groups. Specifically, this position will work to increase post-secondary education (PSE) participation among individuals identified as likely to experience greater difficulty accessing PSE: indigenous-identified or First Nations people, people living in remote communities, Racialized or Black people, 2SLGBTQIA+, new Canadians, people with disabilities, crown wards and fostered/CAS-supported youth individuals or those returning to education or people who are the first generation in their family to access PSE.

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*
<u>Prospective Student Outreach and Support</u> <ul style="list-style-type: none"> • Supports student application, conversion and arrival process through various events and visits such as the College Information Program, Open House, Ontario College Fair, and other on- and off-campus events. • Represents Fleming College as a key contact for under-represented students and their families/supporters. • Works directly with under-represented youth, in small groups or one-to-one, to aid them in completing their online application to University and/or College. • Works directly with high school teachers, counselors and administration to identify students who have the potential to attend post-secondary education but who may not consider it a viable option. • Engages with potential students, family members/supporters, guidance counselors, teachers, and community groups to identify and work with potential students regarding the accessibility of PSE and ways to overcome barriers. • Follows the established methods of collecting prospect data for analysis and follow-up, including brief evaluations of the effectiveness of communicating PSE as a viable option. 	75%
<u>Events</u> <ul style="list-style-type: none"> • Plans, in consultation with the Fleming Recruitment team, recruitment trips to schools, community groups, rural communities, and other places where there are concentrated populations of marginalized potential students. • Works with recruitment at all campuses to invite potential students and their families/supporters to each campus for tours, open house events, workshops, and opportunities to meet with current students, with a focus on demonstrating accessibility and enabling these individuals to see themselves as future students. 	10%
<u>Marketing</u> <ul style="list-style-type: none"> • Coordinates with the recruitment and student services teams on the development of communications and marketing materials for under-represented prospects and applicants, including messaging around transition/retention supports and financial aid. • The incumbent will communicate information regarding admissibility to PSE in general, with a focus on all Fleming academic programs, eligibility for and access to financial aid, scholarships, and student services, which act as major factors in the choice of a post-secondary institution. 	5%

Reporting <ul style="list-style-type: none"> Ensures that recruitment strategies and practices are utilized and assessed regularly, adapted when necessary and that new initiatives are introduced. Is also responsible for maintaining and archiving all files used for the purposes of completing and measuring recruitment activities with underrepresented students. Assists with the development and implementation of surveys, questionnaires and other tools as they relate to the gathering of key information relevant to both prospect and enrolment management planning. Researches educational markets and schools with under-represented student enrolment including in more rural areas, in support of Fleming's recruitment and retention strategy for under-represented students. 	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 or equivalent | <input type="checkbox"/> 1 year certificate or equivalent |
| X 2 year diploma or equivalent | <input type="checkbox"/> Trade certification or equivalent |
| <input type="checkbox"/> 3 year diploma / degree or equivalent | <input type="checkbox"/> 4 year degree or 3 year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> Post graduate degree (e.g. Masters) or 4 years degree plus professional certification or equivalent | |
| <input type="checkbox"/> Doctoral degree or equivalent | |

Field(s) of Study:

Business, Marketing, Office Administration, Social Services

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 year's experience working in a front-line customer service role, and a demonstrated understanding of barriers marginalized and under-represented individuals experience, 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.

A strong understanding of the secondary and post-secondary education system in Canada is required, and a demonstrated ability to communicate this understanding to individuals who are unfamiliar with post-secondary education, or individuals who have not considered post-secondary education.

Valid G Driver's license in good standing.

The incumbent requires an outgoing and sincere personality, a high level of energy, and excellent customer services skills.

The incumbent must be able to travel for up to a week at a time, and work weekends and evenings.

Through this focused demographic, travel within Ontario will be a regular part of the role.

The incumbent must possess their own cell phone and laptop computer.

This position is funded through an Ontario Postsecondary Access and Inclusion Program grant, which may be renewable.

- ☐ 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 incumbent 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 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 regarding how to best 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, 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	Visit request to a school or community organization conflicts with a previously booked event or request.
How is it identified?	Proactive outreach for visits and incoming calls/emails.
Is further investigation required to define the situation and/or problem? If so, describe.	Review current schedule, timelines and other commitments.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review the relationship that the college has had with the school/event previously (number of applications/registrations from the school). Review priority list, and if the incumbent remains uncertain consult and obtains direction from the Manager, Recruitment and Conversions. If assessed as a "must" visit- the incumbents schedule will need to be arranged strategically to accommodate the request, and all parties must be notified.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices, experience, data from previous year's regarding applications and registrations

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered	The Fleming Student Outreach Facilitator would attend presentations that were scheduled and present the General Fleming College Presentation from their recruitment "tool kit", to their intended audience. Occasionally a planned visit at a school or organization cannot be completed as scheduled – i.e. school bus cancelation/poor weather conditions
How is it identified?	Referencing weather reports, local news stations, and transportation services.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The incumbent would contact the organization 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, Recruitment and Conversions 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.
How is it identified?	Student contacts the college via phone/email or in-person.
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, or a technical error, and identify the correct team to refer them to 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 and 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.	Plan and coordinate College visits for multiple schools and community organizations. Visit requests are initiated by the incumbent but may also be assigned to the incumbent on an adhoc basis.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to balance multiple competing requests and priorities for visits, while avoiding double bookings/missed opportunities. Relationship-building skills. Visits need to be aligned with priority schools and organizations and work towards recruitment objectives. Timely and clear communication skills.
List the types of resources required to complete this task, project or activity.	Current schedule and future possible events and visits that may impact availability. Presentation - Knowledge of existing corporate and school/program-specific presentations - to be skilled in delivery of presentation and be able to modify these presentations.
How is/are deadline(s) determined?	Availability, specific dates suggested by schools/organizations.
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 or organization asks for a change in the date. If the incumbent is unable to find a new date and time, they shall collaborate with the Manager, Recruitment and Conversions 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.

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

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

How is/are deadline(s) determined?

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.

#3 regular & recurring

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

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

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

How is/are deadline(s) determined?

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.

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 type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X	<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 Fleming Student Outreach Facilitator accountabilities for the activity Manager would define the stakeholder groups Manager would define limitations to be considered in the assignment Manager would define reporting timelines Manager 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)
Campus visit request by school /community group Changes to school visit schedule, ordering of cars and hotels as required. Determining appropriate (grade level, type of event) college display and print resources to be used at an event	

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)
Workload issues External requests for large-scale events, functions Conflicts with other departments - academic and/or service Budget approvals Staffing options Messaging for targeted audiences Changes to processes	

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

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	W
College presentation or presence at school function/career fair received by email, mail, phone from school, internal referral, or request	Refer to priority school and organizations, and forward the information to the appropriate individual.	Prospective students, parents, teachers General public	W

Support Staff PDF

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
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* 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
	Formal presentations	School groups/general public	W
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	Influence and gain cooperation from audience during presentations, tradeshow, fairs, 1:1 program advising appointments, etc., to choose Fleming College as their post-secondary school of choice, or the post-secondary school of choice for prospective students, including influencing prospective students to apply on-the-spot to Fleming.	Prospective students and their families. Guidance counsellors. Community members.	D
	Gain consent from audience members during recruitment initiatives to gain their contact information to become a lead for marketing materials, which will then be input into the college's CRM.	Prospective students and their families. Guidance counsellors. Community members.	D
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	W		X		X		
Set up recruitment materials, moving recruitment supplies	W	X			X		
Driving Sept – Dec	D			X	X		
Remainder of the year	W/M		X		X		

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

X Light (up to 5 kg or 11 lbs)

X Medium (between 5 to 20 kg or 11 to 44 lbs)

X Heavy (over 20 kg or 44 lbs)

Pull-ups
Pull ups, giveaways, viewbooks (cart provided to move items into and out of visiting schools)
Infrequent lift of display units into trunk/backseat of car or from storage to designated event areas of the college

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	W		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
Bookings for school visits, Trade shows, Rental vehicle, and hotel arrangements	W/M	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No Due to walk in traffic, internal requests attention to detail is important to ensure accuracy of booking.				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Responding to prospective students and applicant requests (email, phone, in person)	D	X		

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

☐ Usually

X No Due to walk in traffic, internal requests attention to detail is important to ensure accuracy of information provided as well providing a positive experience for prospective students to ensure application and attendance.

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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)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Professional office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
X dealing with abusive people	Irate prospective students or family members, unhappy with customer service provided by other areas of the college, or unhappy with information provided by recruitment team.	M
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
X difficult weather conditions	exposure could occur during travel	M
<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		
X travel	Travel to schools, fairs, and events across Ontario, including travel over weekend or evenings when required Automobile travel Sep-Dec Overnight stays	W D W
X 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)	Secluded areas when returning to car following evening event or checking into hotels.	W

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