



CAAT Job Evaluation System for Non-Bargaining Unit Employees Sir Sandford Fleming College

Ontario Colleges of Applied Arts and Technology

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

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

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

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

1. POSITION IDENTIFICATION

Position Title:	Manager, Recruitment & Conversions
Position Number:	A00179
Pay Band:	11
Incumbent:	
Location/Campus:	Sutherland
Division/Department:	Marketing
Immediate Supervisor (title):	Associate Vice President, International
Date of JFS:	May 2, 2022
Last Evaluated:	May 3, 2022

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrative (Full-Time) | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> Part-Time Support | <input type="checkbox"/> 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: _____

2. POSITION SUMMARY

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

This outreach role has a broad scope with college-wide responsibilities for overall prospective student outreach, including all student recruitment activities for both direct and non-direct market segments.

The incumbent provides corporate leadership for all recruiting activities to meet application and enrolment targets and to assist in the optimization and stabilization of enrolment.

This position also provides the college's academic schools with leadership and direction in the development and delivery of initiatives to support each school's secondary school articulation and school/college/work activities.

The incumbent manages the utilization of salesforce automation tools by the Recruitment team to capture and nurture prospective student leads from initial contact through to application and conversion. This also includes prospective student drip email communication campaign strategy development- that aligns seamlessly with the recruitment cycle and strategic goal of the College. The incumbent will utilize Salesforce and applications like Pardot to create prospect and applicant funnels directly correlated with the recruitment cycle.

This role manages the team that provides outreach expertise in the development and planning of marketing and recruitment initiatives targeted to the college's prospective student audience(s).

This role is a key role within the overall Marketing & Recruitment Team within the college, integrating plans and activities and providing market feedback to the college.

3. 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.

Provides corporate leadership and direction for the College's recruitment and conversion activities. Manages a cross-college team of support staff, student ambassadors, and diploma/graduate/continuing education recruiters: 40%

Designs, negotiates, directs and implements short and long term recruitment and conversion strategies with measurable targets to meet enrolment goals and to assist in the optimization and stabilization of enrolment. The incumbent will work closely with both the Director of Marketing, Recruitment and Communications and the Marketing Strategy Manager to incorporate the recruitment and conversion strategies into a larger Marketing and Recruitment Strategy, 2022-2023 – which will seamlessly align recruitment with the strategic plan and marketing and advertising tactics for an omni-channel approach to reaching the prospective student.

Develops and implements recruitment initiatives targeting both the direct (secondary school) and non-direct market segments. This includes leadership in outreach to secondary schools, universities, employment services agencies and other communities, associations or organizations with potential recruitment opportunities or influence.

Designs and implements a strategy to keep applicants to the college engaged and interested throughout the time period from application to Fleming to confirmation of enrolment. This would include a comprehensive communication strategy with several touch points throughout that specific time period.

Collaborates with the Director of Marketing, Recruitment and Communications and the marketing team to integrate core marketing strategies and tactics.

Utilizes sales force automation tools to track prospect leads, to develop contact management strategies for high-potential leads and to measure the effectiveness of recruiting activities.

Identifies and assists in the implementation of opportunities to integrate social media, multimedia and web strategies into the overall recruitment process.

Manages the college's overall trade show strategy including several complex, multi-campus recruiting events (e.g. Open House, Ontario College Information Fair, Skills Trade Ontario) requiring recruitment and coordination of faculty, staff, facilities, external partners and volunteer involvement.

Monitors, approves and co-ordinates outreach initiatives unique to each academic school based on the Recruitment plans and strategic plans for the college.

Works with Academic Deans, Registrars Office, Marketing Consultants, and the rest of the and the Marketing Team to ingrate recruiting activities into the overall conversion process from initial contact to enrolment.

Utilizes and interprets a wide range of data from a variety of sources to determine strategies and to evaluate effectiveness of the plans. Establishes mechanisms for collecting data, and collaborates with Director of Institutional Research to identify research needs.

Provides leadership and direction for academic schools in the development and delivery of initiatives to support each school's enrolment, Secondary School Articulation activities and School/College/work initiatives at all campuses: 20%

Initiates, develops and maintains a high level of effective interactions and relationships with the regional secondary schools and school board personnel in order to facilitate and implement effective school/college initiatives to support the academic initiatives with the college.

Expands current college /school relationships from beyond the Guidance Office to include the classroom teachers and key school board contacts in the senior elementary and secondary schools in the home catchment area and beyond through the Eastern GTA region.

Obtains, disseminates, analyzes, and interprets information about the impact and implications of secondary school reform initiatives for the college.

Initiates new and supports existing opportunities for college faculty and secondary school teachers to engage in discussions about curricular changes and issues that impact on program development and delivery.

Interacts with the deans, academic leads and faculty in each academic school to support their articulation and dual credit agreements, to promote and facilitate transition activities in the academic schools with secondary schools, and to promote opportunities for college faculty and secondary school teachers to engage in discussions about curricular changes and issues that impact on program development and delivery.

Networking and Relationship Management

20%

The incumbent is required to establish effective formal & informal working relationships with both external & internal groups, including School Boards, Secondary Schools, as well as academic schools and all departments within Fleming.

Effective relationships with School Boards and Schools are important to provide a foundation and climate for achieving goals related to liaison, articulation, and School/College/Work initiatives. The incumbent must also interact with in-school parent, guardian and supporters and student groups.

Develops effective mechanisms to remain current regarding changes in program curriculum, delivery structure and options in each academic school, as well as liaison roles & approaches.

As well as developing relationships with individuals, the incumbent must also maintain and coordinate the development of formal and informal networks with liaison staff in other colleges in the CAAT.

Staffing and Financial Planning

10%

Determines the staffing needs to implement the liaison plan including staffing levels, roles and assignments based on the specific activity and required skill sets

Develops and monitors the recruitment budget

Ensures a high level of liaison staff performance through effective recruitment, selection, training, monitoring and evaluation of staff

Supervises full-time and part-time support staff, student ambassadors, and graduate recruiters, and coordinates activities of faculty involved in liaison activities

Committee Involvement

10%

Conversion Team, Liaison Team Committee, Service Leaders Team(SLT), Marketing Department Team, Liaison & Recruitment Sub-Committee (LRSC)- provincially and regionally

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.

This position, with college wide scope, encompasses diverse responsibilities that will create competing priorities as the incumbent directs and supervises several distinct roles/functions: these include the liaison department with its mandate to lead the College's direct sales activities related to recruitment; secondary school transition activities in all academic schools, as well as the interpretation and dissemination of secondary school initiatives and new developments for the College in regards to their impact on recruitment activities and enrolment targets.

These responsibilities across various College locations will require interactions with personnel at all levels of the College and many external organizations on a regular basis. The incumbent will be required to assess and address a wide range of complex issues, both within Fleming (e.g. issues related to enrolment strategy and academic school initiatives and plans), and with other organizations (elementary and secondary schools, school board consultants and a wide range of external agencies who work with non-direct prospective students.).

The role requires the incumbent to request, assess, evaluate and interpret multiple, complex factors and data, and develop/revise plans based on this information. The ability to plan, with at times incomplete information, is required.

The incumbent must encourage, model and support behavioural and attitudinal change with personnel in all staffing categories at the college, in order to promote the College vision and mission, and to achieve overall enrolment and marketing goals of this portfolio. In the absence of direct reporting structures with many of the individuals involved, much of this must be done through influence (rather than directing).

The management of this broad range of responsibilities requires exemplary tact and diplomacy in interactions with personnel at all staffing levels within the College as well as with external organizations.

The incumbent will be expected to take considerable initiative in developing a centralized corporate recruiting plan and unique, but integrated, school recruiting plans for individual academic schools.

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

- | | |
|---|--|
| <input type="checkbox"/> Partial Secondary School | <input type="checkbox"/> Secondary School Completion |
|---|--|

Post Secondary

- | | |
|---|---|
| <input type="checkbox"/> 1-Year Certificate | <input checked="" type="checkbox"/> 4-Year Degree |
| <input type="checkbox"/> 2-Year Diploma | <input type="checkbox"/> Masters Degree |
| <input type="checkbox"/> 3-Year Diploma/Degree | <input type="checkbox"/> Post Graduate Degree |
| <input type="checkbox"/> Professional Designation | |
| <input checked="" type="checkbox"/> Other | |

Honours Bachelor degree in education, business or the social sciences preferred or equivalent work experience along with some specific training or experience in marketing and sales.

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 checked="" type="checkbox"/> 5 -7 years |
| <input type="checkbox"/> 3 months | <input 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.

Minimum of 5-7 years of progressive sales/marketing experience, preferably within the education sector
Extensive knowledge of college programs and services preferred.

In addition: knowledge of the secondary school sector and experience in outreach activities and partnership development; Experienced in the development and management of a marketing/sales plan; demonstrated organizational skills in project leadership for on and off campus initiatives. Experience in the establishment, management, and chairing of advisory committees; familiarity with salesforce automation tools and valid sources of college and secondary school data and experience in the utilization of this information for planning purposes; substantial experience in management of relationships and building partnerships. Well-developed skills in: public speaking; superior client service; sales management and conflict resolution. Strong team management skills developed in a sales /service oriented environment.

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.

Development and implementation of College Recruitment and Conversion Plan.

Planning and assignment of work responsibilities to the Recruitment Officers, grad recruiters and student ambassadors, including the realignment of recruiting responsibilities at the corporate level, across college locations.

Promotion and expansion of secondary school academic initiatives and School/College/Work projects with secondary schools and Boards of Education.

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.

Formal institutional commitment to an articulation/recruiting partnership agreement with another educational institution.

Realignment of the corporate recruiting plan to another target group, currently not identified in the College's vision and mission statement.

Revision of the College's application and admission policies and procedures based on the information in secondary school reform.

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.

Academic Regulations, Student's Rights and Responsibilities, Support Staff Collective Agreement, MTCU curriculum and policy documents, Salesforce, marketing plans and enrolment reports.

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.

Poor judgement concerning decisions and interactions with an educational partner could harm the College's reputation as a reputable educational institution.

Lack of diplomacy and tact during interactions with the faculty and personnel in other College departments could negatively impact the achievement of enrolment targets.

Inadequate planning of recruiting activities, inappropriate assignment of staff to carry out the recruiting plan and errors in determining effective strategies could negatively impact the number of college applications resulting in failure to meet enrolment targets with significant financial implications for the College.

Inaccurate/inappropriate interpretation, discussion and promotion of the College's strategic plan and goals, or poor handling of issues, could negatively impact the reputation of the College.

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	
Internal to the College, e.g., students, staff, management, colleagues.	Board of Governors, President/Vice-President, Academic Leaders Team, administrators in various College departments, support staff, faculty members and faculty teams in the academic schools.	Ranges from informing to directing and influencing.		Frequent
External to the	School Boards, Secondary			

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.	School administration and Guidance Department Heads, teachers, and professional associations of secondary school teachers. Managers and Counsellors at employment agencies. Suppliers.	Ranges from informing to influencing to negotiating.		Frequent
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.
- 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.

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.

Provides direct supervision of the activities of full time and contract staff in the Recruitment office, as well as the assignment of roles and the coordination of the activities for the student ambassadors, grad recruiters and faculty liaison staff, at two campuses. Exercises indirect influence on many others in the college to ensure that the outcomes above are achieved.

Student Recruitment Officers

Student Recruitment & Admissions Representatives

Return to Learn Consultant

Student Employees

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	4
Regular Part-time	.63 (24 hrs/wk x 11 mths/yr)
Part-time Student Workers	7.42 Up to 12 15 hrs/wk (Sept to Apr) 35 hrs/wk (May to Aug)
Total:	12.05

The incumbent is directly responsible for the supervision of the activities of 2 FT support staff, 4 (5 month term) contract support staff, and approximately 8-10 student ambassadors.

*** 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
Frequent travel between college campuses and to recruiting events			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
Analyzing data, reading and creating reports for extended periods.			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:	

Occasional:	Occurs once in a while, sporadically.
	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
Frequent travel between college campuses and to recruiting 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
N/A			

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: