Job Fact Sheet Questionnaire

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

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

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

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

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

POSITION IDENTIFICATION **DATE: April 2025**

College:	St. Lawrence College
Incumbent:	Vacant
Position Title:	**Executive Director, Digital Technology & Innovation**
Position #:	
Classification:	Payband 15
NOC Code:	
Division/Department:	Information Technology Services
Location/Campus:	Kingston
Immediate Supervisor	Senior Vice President, Belonging, People, Culture and Integrated Services

Type of Position: Full-time

☒ Administrative ☐ Part-Time Administrative

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: _____

Job Fact Sheet Questionnaire

Approved by
Senior Manager: _____ Date: _____

POSITION SUMMARY

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

The **Executive Director of Digital Technology and Innovation** at St. Lawrence College is a key strategic Leader responsible for driving the organization's digital transformation. This role oversees the development and execution of cohesive digital strategies that align with the college's mission to enhance student learning experiences, operational efficiency, and faculty support. By integrating innovative educational tools and modern technologies, the Executive Director ensures the institution remains agile, forward-thinking, and prepared to meet the evolving demands of the digital age.

Focusing on strategic leadership, the Executive Director collaborates with faculty, students, IT teams, and other clients to create a unified environment for online and hybrid learning. This includes promoting the adoption of advanced teaching and operational technologies, ensuring seamless integration into academic and administrative functions. With a commitment to service excellence, the Executive Director leads efforts to improve client support, foster a client-focused culture, and deliver technology solutions that enhance the experiences of students, staff, and faculty.

As the leader of a multi-disciplinary team comprising three directors, four associate directors, and 35 staff members, the Executive Director provides guidance and mentorship to ensure the successful execution of strategic initiatives. The role emphasizes professional development, inclusivity, and succession planning to maintain a high-performing and innovative team. By fostering a culture of collaboration and accountability, the Executive Director ensures the effective implementation of technology-driven solutions.

The Executive Director is also responsible for managing risks, ensuring regulatory compliance, and implementing robust cybersecurity frameworks to safeguard institutional assets. Through strategic leadership, innovative thinking, and operational excellence, this role is critical to advancing the institution's digital capabilities, enabling St. Lawrence College to remain a leader in providing exceptional education and support in an increasingly digital world.

Job Fact Sheet Questionnaire

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	**Strategic Leadership and Vision for IT Services** • Develop and communicate a cohesive digital strategy aligned with institutional priorities and goals. • Lead the creation and execution of multi-year technology plans to enhance learning experiences, operational efficiency, and client satisfaction. • Collaborate with senior leadership to align digital transformation initiatives with the college's mission and secure organizational buy-in. • Evaluate and prioritize innovative technologies to ensure the institution remains a leader in digital education and operations. • Establish performance metrics and evaluate the success of digital initiatives through measurable outcomes. • Manage the department's budget, optimizing resource allocation to achieve strategic objectives.	**25%**
2	**Technology Innovation and Integration** • Promote the adoption of cutting-edge technologies that enhance teaching, learning, and operational processes. • Lead the implementation of modern systems and tools for online and hybrid learning environments, ensuring seamless integration and accessibility. • Pilot emerging technologies and gather client feedback to refine implementations and improve user experiences. • Oversee system upgrades and technology adoption to future-proof institutional infrastructure. • Foster a culture of innovation and continuous improvement in the use of digital tools across academic and administrative functions.	**20%**
3	**Client Experience and Support** • Ensure high-quality technology support services for students, faculty, and staff through robust service delivery models. • Collaborate with clients to address technology gaps and enhance the overall user experience. • Establish and enforce service level agreements (SLAs) to ensure timely and effective client support. • Lead initiatives to streamline and improve support processes, enhancing efficiency and satisfaction. • Monitor and analyze client feedback to identify trends, resolve recurring issues, and refine services.	**20%**

	Key Duties	% of Time
4	**Risk Management and Compliance Oversight** • Ensure compliance with institutional, regulatory, and industry standards, including data privacy and cybersecurity requirements. • Develop and implement robust risk management frameworks to safeguard institutional systems and data. • Oversee incident response planning and disaster recovery protocols to ensure operational resilience. • Conduct regular audits and assessments to identify vulnerabilities and implement proactive mitigation strategies. • Stay informed of legal and regulatory changes to ensure ongoing compliance and institutional readiness.	**15%**
5	**Cross-Departmental Collaboration** • Partner with faculty, students, and administrative leaders to align digital initiatives with academic and operational priorities. • Act as a liaison between technical teams and clients, ensuring clear communication and alignment of objectives. • Facilitate workshops, training sessions, and consultations to promote digital literacy and adoption of new tools. • Foster a collaborative decision-making process to ensure all voices are considered in digital strategy development.	**5%**
7	**Team Leadership and Development** • Lead and mentor a multi-disciplinary team of directors, associate directors, and staff, fostering a culture of collaboration and innovation. • Provide professional development opportunities to ensure staff are equipped with the skills necessary for emerging challenges. • Promote inclusivity and diversity within the team, ensuring equitable opportunities for growth and advancement. • Develop succession plans to maintain leadership continuity and institutional expertise. • Recognize and reward team achievements to build morale and maintain high engagement levels.	**15%**
	TOTAL	**100%**

Job Fact Sheet Questionnaire

1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.

1. Balancing Strategic Priorities with Resource Constraints
The Executive Director must regularly evaluate and prioritize competing digital initiatives, such as upgrading critical infrastructure, implementing new learning technologies, or addressing cybersecurity needs. This decision involves analyzing institutional goals, resource availability, and client needs while determining which projects will provide the greatest impact. The complexity lies in aligning short-term operational requirements with long-term strategic objectives, ensuring optimal use of limited financial and human resources.

2. Responding to Cybersecurity Threats or Data Breaches
When faced with a potential cybersecurity breach or data vulnerability, the Executive Director must quickly assess the situation, determine the scale of the threat, and decide on immediate and long-term responses. This includes balancing the need for rapid containment to minimize damage with ensuring that operational disruptions are limited. The decision requires applying technical expertise, risk analysis, and leadership skills to protect institutional data, maintain compliance, and uphold trust among clients.

3. Selecting New Technologies for Institutional Transformation
The Executive Director is responsible for evaluating and selecting new technology platforms or systems that will support the institution's digital transformation goals. For example, implementing a new learning management system or enterprise resource planning (ERP) software involves assessing functionality, scalability, integration with existing systems, and return on investment. This decision is critical as errors can result in wasted resources, operational inefficiencies, and user dissatisfaction, making the choice both high-stakes and complex.

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.

Job Fact Sheet Questionnaire

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:

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

B) 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, operating equipment).

1. Technical and Strategic Leadership Skills

- Strategic Visioning and Planning:
  - Expertise in developing and executing multi-year digital transformation strategies that align with institutional goals.
  - Ability to assess emerging technologies and evaluate their relevance and impact on academic and operational priorities.
- Enterprise Systems and Infrastructure:
  - Advanced knowledge of enterprise platforms such as ERP systems (e.g., Banner, Workday), learning management systems (LMS), and cloud computing environments like Microsoft Azure or AWS.
  - Familiarity with system architecture, scalability, and integration.

2. Project and Change Management

- Project Management Expertise:
  - Proficiency in tools like Microsoft Project, Jira, or Trello to oversee and track multiple large-scale projects simultaneously.
  - Advanced training in project management methodologies, such as Agile or Waterfall.
- Change Management:
  - Training in frameworks like Prosci ADKAR to ensure smooth transitions during digital implementations and organizational changes.

- Strong ability to lead teams and clients through resistance to technology adoption, ensuring successful outcomes.

3. Cybersecurity and Risk Management

- Cybersecurity Expertise:
  - Advanced knowledge of cybersecurity practices, tools, and frameworks to protect institutional systems and data from threats.
  - Skills in incident response planning and disaster recovery protocols to ensure business continuity during disruptions.
- Risk Assessment and Mitigation:
  - Experience conducting digital risk assessments and implementing mitigation strategies to minimize vulnerabilities.

4. Data Analytics and Reporting

- Data-Driven Decision-Making:
  - Proficiency in using data analytics tools such as Power BI, Tableau, or Google Analytics to monitor performance metrics and guide strategic decisions.
  - Skills in predictive analytics and machine learning to identify trends and inform planning.

5. Client and Client Engagement

- Client Service Skills:
  - Advanced interpersonal and communication skills to foster collaboration across academic, administrative, and technical teams.
  - Ability to translate technical information into accessible language for diverse clients.
- Client Management:
  - Skilled in facilitating workshops, focus groups, and consultations to gather input and refine digital strategies.
  - Conflict resolution training to address and mediate client disagreements effectively.

6. Leadership and Team Development

- Leadership Skills:
  - Proven ability to lead and mentor diverse teams, promoting collaboration and innovation.
  - Expertise in succession planning to ensure the continuity of leadership within the department.
- Professional Development and Training:
  - Experience organizing training sessions and opportunities for staff to acquire certifications and skills necessary for emerging technologies.

7. Compliance and Accessibility

- Regulatory Knowledge:
  - Training in compliance standards such as PIPEDA and WCAG (Web Content Accessibility Guidelines) to ensure technology systems meet legal and accessibility requirements.
- Policy Development:
  - Skills in creating and enforcing governance policies to guide technology usage, cybersecurity, and data management practices.

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:

- ☐ no experience required
- ☐ 3 months
- ☐ 6 months
- ☐ 1 year
- ☐ 18 months
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ 7 years
- ☐ 9 years
- ☒ 11 years
- ☐ 13years
- ☐ 15 years
- ☐ 17 years

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

Minimum eleven (11) years of experience, which will include the following experience aspects:

1. IT Service Management Experience

- **Extensive experience managing IT service delivery teams**, including frontline support, help desks, or client service teams, ensuring high levels of reliability, responsiveness, and user satisfaction.
- Demonstrated ability to implement and manage **service level agreements (SLAs)** and other performance metrics to ensure quality and consistency in IT service delivery.

2. Leadership and Team Management

- Proven experience in leading and managing **multi-disciplinary teams**, including direct reports and cross-functional collaborations.
- Track record of building and mentoring high-performing teams, fostering a collaborative and innovative work environment, and managing performance through coaching and feedback.

3. Strategic Planning and Execution

- Experience in developing and implementing **IT strategies** that align with organizational goals, emphasizing innovation, scalability, and adaptability.
- Proven ability to balance short-term operational demands with long-term strategic initiatives, ensuring IT investments deliver measurable value.

4. IT Infrastructure and Applications Management

- Substantial experience managing **critical IT systems, applications, and infrastructure**, including overseeing upgrades, integrations, and maintenance to ensure seamless operations.
- Expertise in overseeing digital transformation projects and implementing emerging technologies to support institutional growth and innovation.

5. Project Management

- Significant experience in managing complex IT projects from initiation to completion, including planning, resource allocation, risk management, and Client communication.
- Demonstrated ability to manage budgets, timelines, and deliverables while ensuring alignment with institutional priorities.

6. Client-Focused IT Solutions

- Work history involving **direct engagement with diverse Client groups** (e.g., students, faculty, and staff) to understand their needs and deliver tailored IT solutions.
- Experience developing feedback mechanisms and improving IT services based on input from clients, ensuring technology solutions remain user-centric.

7. Vendor and Contract Management

- Substantial experience negotiating contracts and managing relationships with **IT vendors and service providers**, ensuring service quality and cost-effectiveness.
- Proven ability to evaluate vendor proposals, oversee the procurement process, and manage external partnerships.

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

- Knowledge of the strategic plan of the College and strategic initiatives.
- Excellent knowledge of project management and change management.
- Communication skills (verbal, written) to make recommendations and prepare reports for all levels (including Board of Governors).
- Conflict resolution skills
- IT Service Management Experience

- IT Infrastructure and Application Management
- Project Management

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.

A) 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.

1. Prioritizing Digital Transformation Initiatives
The incumbent is responsible for independently assessing and prioritizing ongoing and planned digital transformation projects based on institutional goals, resource availability, and timelines. This includes determining which initiatives should take precedence and reallocating resources to ensure alignment with strategic objectives. For example, the Executive Director may decide to accelerate a cybersecurity upgrade in response to identified vulnerabilities.

2. Implementing Operational Improvements
The incumbent is empowered to identify inefficiencies in digital processes, workflows, or systems and implement improvements without seeking prior approval. This could include automating repetitive tasks, refining support service delivery models, or integrating new tools to enhance operational efficiency and user satisfaction. These actions are guided by institutional best practices and client needs.

3. Responding to Emerging Digital Risks
In the event of identifying potential cybersecurity threats or system vulnerabilities, the Executive Director has the authority to take immediate action, such as deploying security patches, isolating affected systems, or initiating incident response protocols. These decisions ensure the institution's digital assets are protected while minimizing operational disruptions.

B) 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.

1. Approval of Major Budget Allocations or Strategic Investments
The incumbent must obtain direction or approval from a supervisor (e.g., senior leadership) before committing to significant financial expenditures, such as purchasing enterprise software, upgrading major IT infrastructure, or implementing new large-scale digital solutions. These decisions involve substantial costs and require alignment with institutional budget priorities and strategic objectives.

2. Implementation of College-Wide Policies and Governance Frameworks
The incumbent is required to seek supervisory approval before enacting major updates to institutional digital policies, such as cybersecurity protocols, data privacy policies, or IT governance frameworks. These decisions often impact multiple departments and require consensus among senior leadership to ensure compliance with regulatory and institutional standards.

3. Escalation and Management of Critical Institutional Risks
In the case of high-stakes incidents, such as major cybersecurity breaches, prolonged system outages, or significant project delays, the incumbent must escalate the issue to their supervisor and seek approval for institution-wide response strategies. This includes decisions that may require external vendor engagement, additional budget approvals, or public communication to clients.

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.

1. Institutional Guidelines and Policies

- College Policies and Procedures:
    - Governs IT governance, data privacy, procurement, and digital transformation. Examples include policies related to acceptable use of technology, cybersecurity, and service level agreements.
    - Frameworks for budget planning and resource allocation ensure alignment with institutional goals.
- Strategic Planning Documents:
    - Institutional strategic plans and digital roadmaps provide the basis for aligning technology initiatives with long-term organizational objectives.
- Accessibility Standards:
    - Compliance with Accessibility for Ontarians with Disabilities Act (AODA) and Web Content Accessibility Guidelines (WCAG) ensures that all digital tools and systems are accessible to users with diverse needs.

2. Government Regulations and Professional Standards

- PIPEDA (Personal Information Protection and Electronic Documents Act):
    - Ensures compliance with data privacy and security standards for protecting personal information.
- Cybersecurity Standards:
    - Adherence to frameworks like ISO 27001 or NIST Cybersecurity Framework to maintain data and infrastructure security.
- Educational IT Standards:
    - Guidelines from organizations like EDUCAUSE or provincial standards for digital infrastructure in higher education.

3. Departmental and Operational Procedures

- Incident Response Plans:
  - Internal protocols for responding to cybersecurity breaches, service outages, or other emergencies to ensure minimal disruption.
- Change Management Processes:
  - Procedures for transitioning to new technologies, including client communication, training, and phased rollouts.
- Service Management Guidelines:
  - Defined processes for ticket escalation and resolution within IT service management platforms.

4. Computer Systems and Programs

- Enterprise Resource Planning (ERP) Systems:
  - Tools like Banner or Workday for managing institutional data and operations.
- IT Service Management Tools:
  - Platforms like ServiceNow or Zendesk for managing and tracking IT support and service requests.
- Data Analytics and Reporting Tools:
  - Software like Power BI, Tableau, or Google Analytics to visualize data and inform strategic decisions.
- Cloud and Infrastructure Platforms:
  - Microsoft Azure, AWS, and other platforms for managing scalable, secure, and efficient digital infrastructure.

5. Vendor and Contractual Documentation

- Vendor Manuals and Technical Documentation:
  - Guides provided by technology vendors, such as Microsoft, Cisco, or Amazon, are used for implementing and maintaining systems.
- Service-Level Agreements (SLAs):
  - Contracts with vendors that outline service expectations, performance metrics, and response times for technical support.

6. Collaboration and Communication Tools

- Collaboration Platforms:
  - Tools like Microsoft Teams, Slack, and SharePoint for project management, documentation, and communication.
- Learning Management Systems (LMS):
  - Platforms such as Brightspace or Blackboard for delivering online and hybrid learning environments.

7. Risk Management and Compliance

- Audit and Monitoring Tools:
  - Software and procedures to conduct regular audits, track compliance with regulations, and address vulnerabilities.
- Governance Frameworks:

- Guidelines for IT governance (e.g., COBIT) to align IT operations with institutional objectives and manage risk effectively.

8. Informal Guidelines

- Best Practices in Digital Transformation:
  - Informal adoption of industry best practices for integrating emerging technologies, optimizing workflows, and enhancing user experience.
- Feedback Mechanisms:
  - Input from faculty, students, and staff through surveys, focus groups, or direct consultations to refine strategies and service offerings.

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, effects on staff, students, clients or public.

1. Misjudging Technology Investment Priorities
If the incumbent prioritizes a low-impact or unnecessary technology initiative over a critical project (e.g., neglecting a cybersecurity upgrade in favor of a non-essential software enhancement), this could leave the institution vulnerable to security threats. The probable effects include:

- Financial losses due to potential data breaches or operational disruptions.
- Reputational damage stemming from the loss of trust among students, faculty, and clients.
- Operational inefficiencies, causing frustration and dissatisfaction among end-users.

2. Overlooking Regulatory Compliance Requirements
Failure to account for legal or regulatory standards, such as data privacy laws (e.g., PIPEDA) or accessibility guidelines (e.g., AODA), when implementing new digital systems could result in non-compliance. The probable effects include:

- Legal and financial penalties, such as fines or legal action from regulatory bodies.
- Damage to institutional reputation, particularly in terms of public perception of accountability and inclusivity.
- The exclusion of individuals with disabilities, creating barriers for equitable access to education and services.

3. Selecting Inappropriate Technology Vendors or Solutions
Choosing a vendor or system that fails to align with the institution's needs or lacks scalability could lead to subpar implementation and operational inefficiencies. The probable effects include:

- Waste of resources, as funds are spent on ineffective tools or repeated procurement efforts.
- Disruption to operations, as poor integration or performance may impact daily workflows for students, faculty, and staff.
- Loss of trust among clients due to delays or failed expectations for promised technology improvements.

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.

Job Fact Sheet Questionnaire

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Senior Leadership Team: President and Sr. and Vice Presidents	Prepare and deliver briefings on projects, proposal of projects and recommending actions. Persuade/Influence decision making regarding resources.		X
	Other Senior managers, Deans, Directors, Associate Deans. And Managers of Academic Operations.	Lead project teams. Discuss changes to projects. Engage for collaboration and input. Build consensus for decisions and college wide changes. Provide advice and guidance regarding Project Management methodologies.		X
	Associations such as the student associations	Engage for collaboration and input on Voice of the Learner to inform strategic outcomes. Build consensus.	X	
	Administrators, faculty, support staff and students.	Discuss changes and enhancements, determine requirements, provide advice and guidance regarding Project management methodologies. Engage for collaboration and input to identify and support project initiatives. Build consensus. Use influence management and persuasion.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory	Community or Government Relations	Seek input into strategic outcomes.		X

Job Fact Sheet Questionnaire

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
committees, staff at other colleges, government, public/private sector.				

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.**

Job Fact Sheet Questionnaire

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.

1. Administrative and Functional Supervision

- Direct Supervision of Directors and Associate Directors:
  - The Executive Director directly oversees three Directors and four Associate Directors, setting expectations, monitoring performance, and providing guidance to achieve departmental goals.
  - Supervisory responsibilities include delegating tasks, conducting performance evaluations, and ensuring alignment with institutional objectives.
- Oversight of Entire Digital Technology & Innovation Department:
  - Indirectly supervises a total staff of approximately 35 individuals, including IT specialists, analysts, and support staff, by setting departmental priorities and fostering a culture of collaboration and innovation.

2. Technical Direction and Advice

- Strategic Leadership for Digital Initiatives:
  - Provides direction on complex technical issues, such as implementing enterprise architecture, adopting new technology solutions, and enhancing cybersecurity protocols.
  - Ensures that all technical decisions align with institutional goals, regulatory compliance, and industry standards.
- Guidance on Risk Management:
  - Offers expertise in identifying and mitigating risks, ensuring that operational and cybersecurity decisions are informed and effective.

3. Program and Policy Development

- Policy Oversight:
  - Develops and enforces policies related to IT governance, cybersecurity, and data privacy.
  - Supervises the implementation of digital transformation strategies and ensures that staff adhere to established guidelines and standards.
- Process Improvement:
  - Guides staff in identifying and implementing process enhancements to improve operational efficiency and user satisfaction.

4. Team Leadership and Development

- Mentorship and Professional Growth:
  - Provides mentorship to Directors and Associate Directors, fostering professional development and preparing staff for future leadership roles.
  - Encourages diversity and inclusivity within the team, ensuring equitable opportunities for all staff members.

- Succession Planning:
    - Develops and implements strategies to ensure continuity of leadership and expertise within the department, preparing for future institutional needs.

5. Cross-Departmental Collaboration

- Liaison Role:
    - Acts as a bridge between the Digital Technology & Innovation department and other institutional clients, ensuring alignment with broader college initiatives.
    - Facilitates workshops, consultations, and cross-functional meetings to encourage collaboration and shared ownership of technology strategies.

(√) 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.

Direct Supervision
Directors (3):

- Director of Digital Strategy and Innovation
- Director of Client Experience and Services
- Director of Educational Technology and Digital Learning

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	35
Non-Full-Time Staff (FTE) *	0
Contract for Service **	2
Total:	37

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

Academic Staff

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

Support Staff

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

Administrative Staff

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

**** Contract for Services**

When considering "contracts for services," review the nature of the contractual arrangements to determine the degree of "supervisory" responsibility the position has for contract employees. This could range from "no credit for supervising staff" when the contracting company takes full responsibility for all staffing issues to "prorated credit for supervising staff" when the position is required to handle the initial step(s) when contract staffing issues arise.

8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the

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

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

PHYSICAL DEMANDS

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

Types of Activities that Demonstrate Physical Effort Required	**Frequency** (note definitions below)				
	Occasional	**Moderate**	**Considerable**	**Extended**	**Continuous**
Sitting (at meetings, workstation, etc.)			X		
Standing (presentations, facilitation)		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**
Research, analysis, developing solutions			X			I
Writing/composing documents and report writing			X			I
Consulting/guiding			X			I

Types of Activities that Demonstrate Sensory Effort Required	**Frequency** (note definitions below)					**Duration**
	Occasional	**Moderate**	**Considerable**	**Extended**	**Continuous**	**Short Intermediate or Long**
administrators and staff						
Leading meeting/chairing or participating in meetings dealing with projects require a high level of analysis and tact on the sport and according to the situation.		X				L

Job Fact Sheet Questionnaire

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.

Note on Travel: St. Lawrence College has adopted the following guidelines for travel. From the list below, please indicate which category best describes the travel required for the position.

1. *Local travel on a regular basis up to 2 times per week.*
   Out-of-town travel on a regular basis 1 – 2 times per month.

2. *Local travel on a regular basis more than 2 times per week.*
   Out-of-town travel 2 – 8 times per month.

3. *Out-of-town travel on a regular basis more than 8 times per month.*

Types of Activities That Involve Job Related Unpleasant Environmental Conditions. Include travel requirements (if any).	**Frequency** (note definitions below)		
	Occasional	**Frequent**	**Continuous**
Travel to other campuses	X		

Job Fact Sheet Questionnaire

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.