

# 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 21<sup>st</sup>, 2025

**College:** St. Lawrence College  
**Incumbent:** Vacant  
**Position Title:** Director, Client Experience & IT Services  
**Position #:**  
**Classification:** Pay Band 13  
**NOC Code:**  
**Division/Department:** Information Technology Services  
**Location/Campus:** Kingston  
**Immediate Supervisor** Executive Director Digital Technology & Innovation

#### 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: \_\_\_\_\_

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**Approved by**

Senior Manager: \_\_\_\_\_

Date: \_\_\_\_\_

### POSITION SUMMARY

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

The **Director of Client Experience and Services** at St. Lawrence College leads the transformation of IT service delivery by fostering a client-focused culture and implementing strategies that enhance operational efficiency, reliability, and user satisfaction. This senior leadership position is integral to aligning technology services with the college's mission of providing exceptional education and support to its diverse community of students, faculty, and staff.

The Director collaborates closely with institutional Clients, including academic departments, administrative units, and IT teams, to deliver seamless and responsive services that meet the evolving needs of the college. By overseeing the Service Centre, Client Services teams, IT infrastructure, and relationships with external vendors the Director ensures the consistent delivery of high-quality support while driving initiatives that streamline processes and enhance the client experience.

With responsibility for the full lifecycle of IT services, the Director ensures the effective planning, implementation, and evaluation of technology initiatives. This includes managing critical IT applications, network infrastructure, and digital tools that support academic and operational success. The Director also emphasizes innovation and scalability, driving the adoption of technologies that future-proof the college's systems while promoting security, accessibility, and sustainability.

Committed to continuous improvement, the Director actively engages with students, faculty, and staff to gather insights, measure service quality, and adapt strategies that address the college's priorities. This role plays a pivotal part in advancing St. Lawrence College's vision of delivering reliable, innovative, and client-centered technology solutions that support the institution's growth and success.

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### 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.**

	<b>Key Duties</b>	<b>% of Time</b>
<b>1</b>	<b>Strategic Leadership and Vision for IT Services</b> <ul style="list-style-type: none"> <li>Develop and communicate a strategic vision for client-centered IT services, aligning with St. Lawrence College's mission and goals and the overall IT Strategic direction</li> <li>Create multi-year plans to enhance operational efficiency, reliability, and client satisfaction.</li> <li>Identify and prioritize initiatives to modernize IT services, ensuring scalability and responsiveness to community needs.</li> <li>Collaborate with senior leadership to secure support for IT strategies and align technology investments with institutional objectives.</li> <li>Establish and monitor key performance indicators (KPIs) to evaluate the effectiveness of IT services and initiatives.</li> <li>Conduct regular assessments of emerging technologies and industry trends to keep the college at the forefront of innovation.</li> <li>Integrate client feedback into strategic planning to ensure IT solutions are responsive to user needs.</li> <li>Develop and manage the IT budget, optimizing resource allocation for maximum impact.</li> </ul>	<b>20%</b>
<b>2</b>	<b>Oversight of Operations and Support</b> <ul style="list-style-type: none"> <li>Lead the Associate Director of Operations &amp; Support to ensure the seamless delivery of IT support through the Service Centre and Client Services teams.</li> <li>Ensure consistent and reliable IT services that enhance the experiences of students, faculty, and staff.</li> <li>Monitor and streamline service delivery processes, improving response times and issue resolution.</li> <li>Develop and implement training and development programs for frontline IT staff.</li> <li>Ensure service teams adopt a customer-focused approach, providing high-quality, user-friendly support.</li> <li>Manage client feedback channels to continuously improve operational support services.</li> <li>Establish and enforce service level agreements (SLAs) to ensure timely and effective IT support.</li> </ul>	<b>20%</b>
<b>3</b>	<b>Management of Applications and Infrastructure</b> <ul style="list-style-type: none"> <li>Oversee the Associate Director of Applications &amp; Infrastructure in managing critical IT systems, digital tools, and network infrastructure.</li> <li>Ensure the college's infrastructure is secure, reliable, and aligned with institutional needs.</li> <li>Drive the adoption of innovative solutions to support academic and operational goals.</li> </ul>	<b>20%</b>

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	Key Duties	% of Time
	<ul style="list-style-type: none"> <li>Lead initiatives to upgrade and future-proof IT systems while minimizing disruptions to users.</li> <li>Ensure compliance with accessibility and legal standards across all IT systems and tools.</li> <li>Collaborate with external vendors to negotiate contracts and maintain strong partnerships.</li> <li>Monitor and manage system performance to ensure optimal uptime and reliability.</li> </ul>	
4	<b>Client Collaboration and Client Engagement</b> <ul style="list-style-type: none"> <li>Build and maintain strong relationships with academic departments, administrative units, and other Clients to align IT services with diverse needs.</li> <li>Act as a liaison between technical teams and institutional leaders, ensuring alignment of priorities.</li> <li>Facilitate regular feedback sessions with Clients to assess service quality and identify improvement areas.</li> <li>Organize workshops and training sessions to promote the adoption of IT solutions and tools.</li> <li>Communicate updates on IT projects and initiatives, fostering transparency and engagement.</li> <li>Promote a shared vision of technology's role in enhancing institutional success.</li> </ul>	15%
5	<b>Project Management Oversight and Resource Allocation</b> <ul style="list-style-type: none"> <li>Oversee the planning and execution of IT projects, ensuring alignment with strategic goals.</li> <li>Review and approve project timelines, resource plans, and milestones to guide project delivery.</li> <li>Manage budgets for IT initiatives, tracking expenditures and ensuring cost-effectiveness.</li> <li>Manage risk assessments for projects and develop mitigation strategies.</li> <li>Assign resources to cross-functional teams to ensure projects are delivered on time and meet quality standards.</li> <li>Evaluate project outcomes, documenting lessons learned to improve future efforts. the measurable impact of updates, to build institutional knowledge and demonstrate value.</li> </ul>	15%
6	<b>Continuous Improvement and Evaluation of IT Services</b> <ul style="list-style-type: none"> <li>Regularly assess the effectiveness of IT systems, gathering feedback from students, faculty, and staff.</li> <li>Analyze usage data to identify opportunities for improvement and optimization.</li> <li>Lead pilot programs to test emerging technologies and assess their potential benefits.</li> <li>Recommend updates or replacements for outdated tools and systems.</li> <li>Stay informed of industry best practices to enhance IT service delivery and efficiency.</li> <li>Document improvement efforts and share outcomes with Clients to demonstrate value.</li> </ul>	10%
7	<b>Team Leadership and Development</b> <ul style="list-style-type: none"> <li>Provide leadership and mentorship to the Client Experience and Services team, fostering</li> </ul>	10%

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	<b>Key Duties</b>	<b>% of Time</b>
	<p>a culture of collaboration and innovation.</p> <ul style="list-style-type: none"> <li>• Support the professional development of staff through training programs and performance evaluations.</li> <li>• Promote inclusivity and diversity within the team, ensuring equitable opportunities for all members.</li> <li>• Build succession plans to ensure continuity of leadership and expertise within the department.</li> </ul>	
	<b>TOTAL</b>	<b>100%</b>

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### 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. Prioritizing and Allocating Resources for Competing IT Initiatives

The Director must evaluate and prioritize multiple IT projects and service requests from various Clients, balancing operational needs, strategic goals, and budget constraints. This requires critical analysis of factors such as institutional impact, urgency, resource availability, and alignment with the college's mission. The decision often involves trade-offs between short-term operational fixes and long-term strategic investments, requiring sound judgment to allocate resources effectively while maintaining service quality and client satisfaction.

#### 2. Responding to Major IT Service Disruptions or Security Incidents

In the event of a significant service outage, cybersecurity threat, or system failure, the Director must quickly assess the situation, determine the root cause, and decide on the best course of action to minimize disruption to college operations. This involves weighing the urgency of restoring service against the need to ensure long-term system integrity and security. Decisions often require collaboration with IT teams, vendors, and senior leadership, and may have a substantial impact on the institution's operations, reputation, and compliance obligations.

#### 3. Selecting and Implementing New IT Systems or Tools

The Director is responsible for evaluating, selecting, and implementing new IT systems and tools that support academic and operational goals. This involves assessing the scalability, compatibility, and cost-effectiveness of potential solutions while ensuring they meet user needs and comply with regulatory and accessibility standards. The Director must balance competing Client demands, consider the long-term sustainability of the investment, and manage risks associated with adoption and integration. The decision requires collaboration, foresight, and a deep understanding of the institution's strategic direction.

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### 2. EDUCATION (to be completed by the College)

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

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

#### Non-Post Secondary

☐ Partial Secondary School

☐ Secondary School Completion

#### Post Secondary

☐ 1-Year Certificate

☐ -Year Degree

☐ 2-Year Diploma

☐ Masters Degree

☒ 3-Year Diploma/Degree

☐ Post Graduate Degree

☐ Professional Designation

Specify:

☒ Other

Specify: ITIL certification

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

ITIL (Information Technology Infrastructure Library) certification is required to demonstrate expertise in managing IT services, aligning IT processes with organizational needs, and ensuring efficient service delivery.

**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).**

#### Technical and Operational Skills

##### 1. IT Systems Management:

- Expertise in managing enterprise-level IT systems, applications, and infrastructure to ensure reliability, scalability, and security.
- Familiarity with IT monitoring and management tools to oversee system performance and ensure uptime.

##### 2. Service Management and Delivery:

- Advanced knowledge of ITIL (Information Technology Infrastructure Library) frameworks and IT service management best practices.

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- Experience implementing service level agreements (SLAs) and monitoring compliance to ensure consistent client satisfaction.
- 3. Project Management Skills:
  - Proficiency in project management methodologies, including Agile, Scrum, or Waterfall, to manage multiple complex IT initiatives.
  - Skilled in using project management tools such as Microsoft Project, Trello, or Jira.
- 4. Cybersecurity Awareness:
  - Inexperience with cybersecurity principles, such as threat detection, data protection, and compliance with regulatory standards (e.g., PIPEDA).
  - Understanding of risk management processes and incident response protocols.

### Client Service and Communication Skills

- 5. Client Relationship Management:
  - Advanced client service skills to interact with students, faculty, staff, and Clients effectively, ensuring a positive user experience.
  - Ability to translate technical information into accessible language for non-technical Clients.
- 6. Conflict Resolution and Problem-Solving:
  - Strong conflict resolution skills to address and mediate escalated client concerns or disputes.
  - Analytical and critical-thinking abilities to assess complex problems and develop actionable solutions.
- 7. Training and Facilitation Skills:
  - Experience designing and delivering training sessions or workshops for end-users on IT tools, processes, and systems.
  - Ability to coach and mentor team members, fostering skill development within the department.

### Leadership and Strategic Thinking

- 8. Change Management Expertise:
  - Knowledge of change management methodologies (e.g., ADKAR, Kotter's 8-Step Process) to guide the organization through technological or operational transitions effectively.
- 9. Strategic Planning:
  - Skilled in aligning technology initiatives with organizational goals, creating roadmaps, and setting clear objectives.
  - Ability to analyze trends and anticipate future needs to develop forward-looking strategies.
- 10. Vendor and Budget Management:
  - Experience negotiating with vendors, managing contracts, and ensuring value for investment.
  - Strong financial acumen to oversee budgets and allocate resources efficiently.

### Software and Tools

- 11. Advanced Computer Skills:
  - Proficiency in enterprise software platforms such as Microsoft Office 365, Teams, SharePoint, and enterprise resource planning (ERP) systems (e.g., Banner, PeopleSoft).



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- Familiarity with customer relationship management (CRM) tools and IT ticketing systems like ServiceNow, TopDesk or Zendesk.

### 12. Data Analysis and Reporting:

- Skills in analyzing and visualizing data using tools such as Excel, Power BI, or Tableau to assess performance metrics and inform decision-making.

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### 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"/> no experience required | <input type="checkbox"/> 4 years            |
| <input type="checkbox"/> 3 months               | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 6 months               | <input type="checkbox"/> 7 years            |
| <input type="checkbox"/> 1 year                 | <input type="checkbox"/> 9 years            |
| <input type="checkbox"/> 18 months              | <input type="checkbox"/> 11 years           |
| <input type="checkbox"/> 2 years                | <input type="checkbox"/> 13 years           |
| <input type="checkbox"/> 3 years                | <input type="checkbox"/> 15 years           |
|   | <input type="checkbox"/> 17 years           |

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

Minimum seven (5) 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.

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### 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 necessary** 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

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- IT Infrastructure and Application Management
- Project Management

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### 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. Strategic Prioritization of IT Service Requests and Issues**

The incumbent is responsible for independently assessing and prioritizing incoming IT service requests, operational issues, and system performance concerns. They use their judgment to allocate resources and assign tasks to ensure critical operations are maintained without disruption. This includes determining whether an issue requires escalation or can be resolved within the established protocols.

#### **2. Implementation of Process Improvements**

The incumbent identifies inefficiencies or gaps in existing IT service delivery or support processes and takes the initiative to implement improvements. For example, they may optimize workflows in the Service Centre, enhance IT ticketing system configurations, or introduce new client engagement practices to improve service quality and user satisfaction. These actions are often taken proactively, without requiring prior approval.

#### **3. Vendor and Contract Management Decisions**

When managing relationships with external IT vendors and service providers, the incumbent has the authority to make decisions within the boundaries of pre-negotiated contracts. This may include addressing performance issues, requesting service modifications, or authorizing small-scale purchases or upgrades to resolve pressing needs without requiring direct approval from their supervisor.

**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 IT Investments or Budget Allocations**

The incumbent must seek approval from their supervisor (e.g., CIO or senior leadership) before committing to significant expenditures, such as large-scale technology purchases, infrastructure upgrades, or new software implementations. These decisions often involve substantial financial impact and require alignment with the institution's strategic priorities and budget constraints.

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### **2. Strategic Changes to IT Policies or Frameworks**

Decisions related to significant changes in institutional IT policies, governance frameworks, or service delivery models require supervisor approval. For example, implementing a new data security policy or altering IT service level agreements (SLAs) with Clients involves strategic oversight and institutional alignment, necessitating higher-level authorization.

### **3. Escalation of Critical System Failures or Security Incidents**

In cases of major IT disruptions, such as prolonged system outages or critical cybersecurity breaches, the incumbent must consult their supervisor to determine the broader organizational response. This includes decisions that impact institutional reputation, compliance, or significant operational areas, ensuring that leadership is involved in mitigating risks and communicating with 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. SLC Policies and Procedures: Institutional guidelines for budgeting, procurement, data privacy, accessibility, and technology use policies ensure that the Director's decisions are compliant and aligned with college standards.
2. Project Management Standards and Tools: Tools like Microsoft Project, Asana, or Trello, and frameworks such as PMBOK (Project Management Body of Knowledge) provide structure for planning, tracking, and reporting on technology projects to ensure consistency and transparency.
3. Educational Technology Standards: Standards and best practices from organizations such as the International Society for Technology in Education (ISTE) and the Consortium for School Networking (CoSN) help guide decisions related to technology integration, digital learning, and instructional design.

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### 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. Implementing Ineffective Client Service Policies

If the Director introduces client service policies or procedures that fail to address the actual needs and expectations of students, staff, or other clients, it could lead to dissatisfaction and frustration among users. This misstep might result in a loss of trust and confidence in the college's ability to deliver quality services, potentially harming the college's reputation. Over time, it could also decrease student retention and staff morale as frustrations grow over unresolved issues or inefficiencies.

#### 2. Failure to Accurately Prioritize Client Needs

Poor judgment in prioritizing client concerns or feedback could lead to neglecting critical issues while focusing on less impactful ones. For example, delaying resolution of a widespread system outage in favor of addressing minor individual requests could cause significant disruptions to college operations. This error could result in financial losses due to operational downtime, harm relationships with clients, and create perceptions of poor leadership and decision-making within the client services team.

#### 3. Underestimating the Impact of Technology Changes on Client Services

If the Director fails to anticipate or plan for the client impact of a major technology change (e.g., new software implementation), it could result in confusion, dissatisfaction, and service delays. This oversight might occur if adequate communication, training, or support resources are not provided in advance. The consequence could be a decline in service quality, strained relationships with students or staff, and increased resource expenditure to address complaints and resolve avoidable issues after the fact.

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### 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:			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



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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Community or Government Relations	Seek input into strategic outcomes.		X
<b>Occasional (O)</b> <b>Contacts are made once in a while over a period of time.</b> <b>Frequent (F)</b> <b>Contacts are made repeatedly and often over a period of time.</b>				

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### 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 Operational Supervision

- **Direct Supervision of Key Personnel:**  
The Director directly supervises two Associate Directors (Operations & Support, Applications & Infrastructure), setting performance expectations, conducting evaluations, and providing guidance on achieving departmental goals.
- **Oversight of IT Teams:**  
Indirect supervision of the broader Client Experience and Services team, including frontline IT support staff, application specialists, and infrastructure technicians, ensuring alignment with institutional objectives.

#### 2. Functional/Program Supervision

- **Strategic Leadership:**  
The Director provides functional oversight of IT service delivery and technical programs, ensuring that operational activities support the college's strategic goals. This includes creating and communicating a vision for client-centered IT services and implementing best practices for service delivery.
- **Policy and Procedure Development:**  
Responsible for developing and enforcing department policies, operational procedures, and service standards, ensuring compliance with institutional guidelines and industry standards.

#### 3. Technical Direction and Advice

- **Guidance on Technical Projects:**  
Provides expertise and direction to staff on complex technical issues, such as infrastructure upgrades, application integrations, or IT system implementations.
- **Resolution of Escalated Issues:**  
Acts as the final escalation point for major incidents or service disruptions, offering technical advice and facilitating problem resolution.

#### 4. Mentorship and Professional Development

- **Staff Development:**  
The Director mentors and coaches team members, fostering a culture of learning,

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collaboration, and innovation. They support staff in acquiring new skills and pursuing professional certifications relevant to their roles.

- **Leadership Development:**  
Prepares high-performing team members for future leadership roles by providing opportunities for growth and succession planning.

### 5. Collaborative Leadership

- **Cross-Departmental Collaboration:**  
Works closely with other college leaders to ensure IT services meet the needs of academic, administrative, and student support departments.
- **Client Engagement:**  
Facilitates workshops and discussions to gather input from faculty, staff, and students, promoting alignment between IT initiatives and user expectations.

### 6. Delegation and Accountability

- **Delegation of Responsibilities:**  
Assigns tasks and projects to the Associate Directors and team leads, ensuring clarity in roles and accountability for results.
- **Performance Monitoring:**  
Regularly reviews project progress, operational metrics, and client feedback to assess team performance and adjust strategies as needed.

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(√) 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.**

Client Services, Applications Services, Infrastructure Services, Contact Centre

### 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).

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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	10
Non-Full Time Staff (FTE) *	3
Contract for Service **	1
<b>Total:</b>	14

\* 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

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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

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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

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### FREQUENCY:

<b>Occasional:</b>	Occurs once in a while, sporadically.
<b>Moderate:</b>	Occurs on a regular, ongoing basis for up to a quarter of the work period.
<b>Considerable:</b>	Occurs on a regular, ongoing basis for up to a half of the work period.
<b>Extended:</b>	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
<b>Continuous:</b>	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

### DURATION:

<b>Short:</b>	Up to one hour at a time without the opportunity to change to another task or take a break.
<b>Intermediate:</b>	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
<b>Long:</b>	More than two hours at a time without the opportunity to change to another task or take a break.



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### 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
Traveling to other campuses	X		

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### 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:

<b>Occasional</b>	Occurs once in a while, sporadically.
<b>Frequent</b>	Occurs regularly throughout the work period.
<b>Continuous</b>	Occurs regularly, on an ongoing basis, throughout most of the work period.