

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.

1. POSITION IDENTIFICATION

Position Title: Manager, Information Systems
Position Number: A00110
Pay Band: 12
Incumbent:
Location/Campus: Sutherland Campus, Peterborough
Division/Department: Information Technology Services
Immediate Supervisor (title): Director, Applications, and Information Management
Date of JFS: January 10, 2024
Last Evaluated: January 23, 2024

Type of Position:

- | | |
|----------------------------------------------------|---------------------------------------------------|
| <input checked="" type="checkbox"/> Administrative | <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: _____

POSITION SUMMARY

The Manager of Information Systems provides team and technical leadership related to enterprise systems, applications, portals and related services and interfaces. Specifically, the Manager oversees the design and implementation of processes to identify major cross-college workflow improvements and the systems that will support those improvements. This includes the architecture for internal and cloud-based applications and college-wide information security and access management strategies. This position is accountable for the integrity, security and efficiency of corporate, computerized, administrative data and systems; and participates in the selection, design, implementation, operation, and monitoring of the corporate and academic information systems, for all client departments.

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. Oversees the workflow and implementation of assigned IT projects and initiatives. Responsible for the delivery of projects and initiatives on time and within budget. Coordination of product releases, roll-outs, and delegation of tasks to staff and presenting project's progress and results.	40%
2. Provides team leadership and system expertise in the continuous implementation of systems to ensure the college meets its strategic goals in the areas of service excellence and continuous improvement. This includes identifying training requirements in relation for both IT staff and other departments in consultation with the leaders in those areas. Ensures, with IT staff, that services meet customer requirements and drive improvements to ensure excellence in service delivery.	20%
3. Provides leadership, supervision and technical expertise to direct reports in order to maximize human resource efficiencies and helps staff to achieve their professional development goals within the context of Information Technology Division Goals. Maintains knowledge of, and respect for the college's collective agreements. Supports organizational philosophy by implementing and modelling a performance-based, outcomes-driven approach to daily operations and strategic goals/priorities and promoting a safe working environment committed to employment equity and continuous learning through professional development.	10%
4. In consultation with IT leadership, the incumbent ensures that the information architecture maintains the security and integrity of corporate data and that identity management protocols and processes are implemented. Identifies requirements for upgrading or replacing existing systems, applications and network infrastructure, and implements new information processing tools as appropriate.	10%

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 5. In consultation with IT leadership, develops, implements, and manages governance, project management, and program management frameworks to support the IT Team's delivery and support of technology solutions. | 10% |
| 6. Establishes budget and capital requirements in his/her area and ensures that the Information systems operation is functioning within budget parameters. | 5% |
| 7. Participates in the development of a multi-year software applications strategy, to support the college's evolving needs. This includes a college-wide reporting strategy and reporting standards that are based on a formal needs analysis and industry standards. | 5% |
| | 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.

1. The incumbent is responsible for planning and implementing solutions to complex problems to ensure uninterrupted, effective and efficient access to college-wide information systems and data. Requires ability to assess project and process complexity, articulate and communicate possible improvements, and determine necessary steps to perform the work.
2. The incumbent implements consultative processes with other leaders, to formulate and recommend standards and procedures for efficient and effective use of college-wide information services, balancing long-term and short-term priorities as well as competing demands from different areas of the college.
3. The incumbent researches, recommends, monitors, and ensures the maintenance of the tools and structures which develop, maintain and hold all College Information Systems, and provides access for staff and students to essential information. This includes managing risk of outages, understanding and addressing changes to systems and data, and following IT best practices for systems management.

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.

A 4 year degree in Computer Sciences with a focus on information management systems. Additional formal training/certification in data modelling, information systems design, implementation and maintenance specific to Oracle/PeopleSoft=s ERP enterprise product would be a benefit.

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 X 4-Year Degree
- 2-Year Diploma Masters Degree
- 3-Year Diploma/Degree Post Graduate Degree
- Professional Designation Specify: _____
- Other Specify: _____

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

Degree in Computer Science or related field.

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

- Highly developed analytical, innovative problem-solving and interpersonal skills are required.
- Finely tuned communications skills, both written and verbal, are required on a daily basis especially in the area of translating highly complex conceptual technical planning into day-to-day language.
- Project management and collaboration skills.
- People and performance management skills
- Formal training in Project Management through a post-secondary institution or governing body
- Deep appreciation for and understanding of diversity, equity and inclusion

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 fulfill the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent=s actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College=s recruitment requirements.

Experience required at the point of hire. Up to and including:

- | | |
|--------------------------------------------|-----------------------------------|
| <input type="checkbox"/> 0 - no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | X 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 fulfill the requirements of the position.

Nine years of related work experience in the area of information services management with successive levels of increasing responsibility. Proven knowledge and experience in the provision of information services to internal and external clients within a complex environment from a variety of platforms including extensive experience in the web environment. Proven knowledge of all aspects of project management with demonstrated experience managing successful multi-year, institution-wide projects. Extensive knowledge and experience in information security protocols and relevant governing legislation within a distributed environment are required. Demonstrated self-directed learning approaches to being up-to-date in, and in many cases, ahead of trends in the field is required. Knowledge or experience using and/or developing in Oracle ERP solutions.

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.

- Managing and directing staff in day to day determination of work activities, monitoring progress and taking remedial action to address personnel or project issues causing delay or impediments
- Problem-solving information services issues which arise at a college-wide, campus, department/centre level; setting directions regarding the extent and method of rolling out administrative services.
- Handling student, staff and public enquiries, problems and feedback and refusal or withdrawal of services for anyone not complying with policy.

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.

- Purchase of major computing hardware/software and operating systems.
- Modification of basic corporate data strategies and core corporate information security implementations.
- Changes to major project milestones and priorities that impact other departments

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.

- Collective Agreements, purchasing policies, financial policies, Academic Calendar, Appropriate Use Policy, Service Level agreements, Government legislation, vendor service agreements, trade journals and magazines, some software/ hardware documentation, Internet searches.

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.

- Immediate impacts on errors in information service administration/ implementation could lead to fundamental failures of student, financial and payroll operations. Some failures would threaten the operation of the college. All core processes could be affected from accounts receivable, student's marks, staff pay, and many others.
- Longer term impacts include: poor expenditures of resources, cost overruns, implementation of administrative systems with excessive operational costs, productivity losses at an individual, department and college-wide level. Inappropriate decision could cause damage to the effectiveness, reputation and integrity of the College and in some cases lead to legal actions being started against 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	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues.	Department staff	Setting objectives and managing performance		X
	CIO	Weekly, monthly, yearly planning, implementation, and evaluation of technology operations and services.		X
	Associate CIO			
	Director, Applications and Information Management			X
	Director, Infrastructure and Information Technology Services			X
	Manager, IT Customer Services			X
	Functional managers and Directors	Participates in ongoing and ad hoc meetings to ensure project planning and delivery is effective, provides project management for regular operational activities and major systems projects.	X	
	Leaders Teams and working groups (e.g. Academic working group, Frost working group)	Communication and reporting on IT Operations metrics and goals relating to SLA's; representing IT's interests in various forums, understand client requirements	X	

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	3 rd Party Vendors relating to service contracts	Specific meeting and follow with vendors who provision IT operations services and infrastructure	X	
	Provincial college IT meetings and interest groups	Participate in yearly conference and appropriate province-wide initiatives with peers.	X	
	OCAS	College representative on IT systems and integration with OCAS	X	
<p>Occasional (O) Contacts are made once in a while over a period of time.</p> <p>Frequent (F) Contacts are made repeatedly and often over a period of time.</p>				

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 technical and/or functional guidance to ISG staff and students
Supervises 2 Information Systems Analysts, 2 Enterprise System Programmer/Analysts, 1 Programmer Enterprise Systems, 1 Enterprise Project Systems Specialist and 1 Portal Administrator.

Acts as a consultant to senior management and CIS/FIS/HRIS -Payroll department leads.

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

* 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.

Sitting at meetings, computer programming, reading technical information, writing reports and procedures for extended, long periods of time. Must have very acute skills and attention to detail.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting at Meetings			X		I
Sitting at the computer reading online and writing reports		X			I

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
Writing reports and procedures		X				I
Reviewing online alerts and system status reports real time		X				S
Chairing meetings and facilitating technical discussions			X			I

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.

Incumbent works in an office setting and involved in multiple concurrent projects which high profile usually with tight or unreasonable time lines. May receive verbal and e-mail abuse from dissatisfied or opinionated users at all levels in the organization and outside the organization when enforcing data standards and access policy.

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

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous

Frequency:

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

Additional Notes Pertaining to this Position:

This position is on call, rotating with other IT managers and is expected to respond to Critical alerts 24/7 beginning at 4:30 pm each Friday. Exceptions are noted and documented in a formal on-call protocol.