



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 College's Administrative 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

Position Title:	Director, IT Infrastructure
Position Number:	A00067
Pay Band:	13
Incumbent:	VACANT
Location/Campus:	Sutherland
Division/Department:	Information Technology Services
Immediate Supervisor (title):	VP IT
Date of JFS:	October 20, 2025
Last Evaluated:	October 22, 2025

Type of Position:

☒ Administrative	☐ Part-Time Administrative
☐ Sessional Academic	☐ Part-Time Academic
☐ Part-Time Support	☐ Other

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____ Date: _____

Recommended by:
Positions Manager: _____ Date: _____

Approved by:
Senior Manager: _____ Date: _____



POSITION SUMMARY

The Director, IT Infrastructure provides college-wide oversight and leadership relating to college information technology (IT) infrastructure at all college sites, including servers, storage, and all network services (core, distribution, edge & access layers), data center operations, identity services, end-user compute services and communications/collaboration/telephony services.

The Director leads, plans and oversees implementation of technology strategies to enable accomplishment of Fleming College strategies and plans, and create operational efficiencies at the College. Provides direction and leadership to teams responsible for the design, implementation and ongoing management of IT services and solutions.

KEY DUTIES

- | Key Duties | % Of Time |
|--|-----------|
| 1) Strategic Planning Leadership – Working with ITS leadership and team, responsible for developing an ITS strategic plan for College infrastructure aligned to the strategic priorities and plans of the College. The Director is responsible for developing an enterprise view of the College's infrastructure solutions, including strategies and plans for ongoing enhancements to network management and configuration, enterprise servers, data storage and backup, and service delivery. Participates in the development of business continuity/disaster recovery plans. Strategy development will weigh alignment with College strategies, against risk profiles, responsible financial management and industry trends. | 20% |
| 2) Client Relationship Management – The Director provides support to ITS staff by developing an understanding of the needs and priorities and expected deliverables of all College areas and departments and ensures that infrastructure solutions effectively support College needs. Develop strong working relationships with end users and other ITS teams to ensure infrastructure solutions support the enterprise application portfolio, service desk and audio/visual (AV) support services. | 15% |
| 3) Leadership of infrastructure projects, continuous improvements and planning: The Director provides oversight and approval of tactical proposals, plans and solutions for maintenance and enhancement of the College infrastructure. The incumbent leads the team responsible for the overall planning and delivery of system implementations and enhancements, including properly defined scope, processes and solutions design, adherence to project management standards and processes, and ensuring all necessary components of solutions are considered. The Director is accountable for operational planning, including establishing, monitoring and reporting on plans to maintain and manage enterprise and academic services. Participate in vendor negotiations and contract development. | 25% |
| 4) Staff/Team Management - Supports organizational philosophy by implementing and modelling a performance-based, outcomes-driven approach to daily operations and strategic goals/priorities. Promotes a safe working environment committed to employment equity and | |



continuous learning through professional development. Provides the leadership, supervision and technical expertise to direct reports in order to deliver components of the IT operational & strategic plan while ensuring staff remain responsible for their work deliverables and projects. The incumbent will oversee the team's work balance between ongoing operations, ad hoc support work and specified project work and identify opportunities for efficiencies in operational work. Maintains knowledge of, and respect for the College Collective Agreements.

20%

- 5) **Functional Leadership** – Oversees the establishment of budget and capital requirements in their area and ensures that the infrastructure and IT operations are functioning within budget parameters. Manages vendor relationships and contract renewals as needed. Communicates with staff in ITS and across the College to ensure broad understanding of plans, initiatives and progress. Provides on-call services in rotation with ITS leadership to address system alerts, problems and impacts

20%

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 developing and implementing College IT strategies and plans for network, servers, storage and telephony solutions that are delivered directly to end users as well as support College applications and tools. This work requires thorough understanding of technology solutions and options, needs and priorities and organizational impacts of alternate solutions, balancing resource needs and acceptable response time, and invoking change management strategies to build user comfort and adoption of new and evolving services.
2. The incumbent will ensure a high-availability environment that will manage system downtime and provide uninterrupted, effective and efficient access to College-wide information systems and data. Situations involving loss of service to the College have to be aggressively managed to restore services as quickly as possible, and an appropriate level of redundancy and ability to recover systems must be planned and implemented.
3. The incumbent is required to manage team members in an environment of competing priorities and short-term urgencies, unplanned ad hoc support issues, and working with unionized support staff to ensure that staff are motivated, engaged, productive, and make a contribution to the College commensurate with their roles, responsibilities, skills and abilities.



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 ☒ 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 fulfil the requirements of the position.

- A 4-year undergraduate degree – ideally but not necessarily in Computer Science, Information Systems or equivalent discipline
- Additional formal training/certification in ITIL, cybersecurity, project management, Cisco networks, Microsoft & Linux technologies, would be an asset.

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).

- Highly developed analytical, 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.
- Formal Project management skills or equivalent project management experience

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:

- | | |
|--|-----------------------------------|
| ☐ 0 - no experience | ☐ 3 years |
| ☐ 1 month | ☐ 5 years |
| ☐ 3 months | ☐ 7 years |
| ☐ 6 months | X 10 years |
| ☐ 1 year | ☐ 12 years |
| ☐ 18 months | ☐ 15 years |
| ☐ 2 years | ☐ 17 years |

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

- 10+ years of related management experience in the area of information services management, infrastructure with progressively senior levels of responsibility.
- Experience in post-secondary education sector a strong asset; alternatively, experience in large, complex public sector organization(s)
- Demonstrated experience in effective strategic infrastructure planning; managing multi-year, multi-stage plans to implement strategies that continually enhance and upgrade an organization=s technical environment and prepare for business continuity/disaster recovery circumstances
- Experience leading or having a significant role in a major implementation to achieve specific business outcomes, including evaluating needs, assessing options, deciding on or recommending solution(s), implementation, troubleshooting, change management, stakeholder engagement, project management and achievement of desired business outcomes
- Proven stakeholder management / relationship management skills, including excellent verbal and written communication skills; ability to establish rapport and develop and sustain strong working relationships with diverse stakeholders and to manage conflict effectively; strong listening skills; demonstrated influencing and persuasion skills
- Deep understanding of standardized processes and protocols, structured approach to managing systems changes, for managing a technology environment to ensure uptime and availability of complex systems

- Demonstrated experience in managing a project portfolio, keep multiple projects on track effectively, directly and through others, while holding staff accountable for their work responsibilities
- Effective change management and conflict resolution skills
- Exceptional problem-solving experience and ability, including demonstrated experience identifying and addressing root causes
- Knowledge and experience in information security protocols and relevant governing legislation related to desktop applications, managing access to technical environments, and proactive protection of systems from internal and external threats
- Strong people management and leadership skills, ideally with experience managing managers; demonstrated teambuilding and development skills; demonstrated ability to build cohesive teams focused on evolving business outcomes and on developing leaders
- Experience developing and managing budgets, including building business cases and cost-benefit analyses

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.

- Working with colleagues across the College, plan, design and build function- or product-specific plans and activities to accomplish the ITS strategic plan.
- Provide leadership and guidance to teams assigned projects to ensure standard protocols and tools are followed, assess end to end processes, determine business requirements to design and deliver the solution that best meets the business needs. Review or support development of user requirements, develop functional and technical specifications
- Operate a tier-2 infrastructure/network services support function that ensures technology used by the College is operational, end-user friendly, and that support is provided on a timely and effective manner and achieve service level expectations.

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.

- Development of and updates to an ITS strategic plan, technology strategies and implementation paths to address infrastructure enhancements and continued uptime, robustness and stability
- Definition of standards and protocols that govern ITS projects and activities and ensure a professional approach to service delivery
- Staff performance management and managing related performance challenges

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 Agreement, College policies and procedures, Academic Calendar, Appropriate Use Policy, Service Level agreements, Government legislation, vendor service agreements, trade journals and magazines, 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 from errors in network and server management lead to systems crash and lack of availability to end users, impairing their ability to work productively, loss of data which could impact College relationships with funders and other stakeholders as well as staff and students. Some failures would threaten the operation of the College.
- Longer term impacts include: poor expenditures of resources, cost overruns, implementation of solutions that are slow or unavailable, creating 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	
Internal to the College, e.g., students, staff, management, colleagues.	<i>Department staff</i>	<i>Setting objectives, directing activities and managing performance</i>	Occasional	Frequent
				X
	<i>VP IT</i>	<i>Weekly, monthly, yearly planning, implementation, and evaluation of technology operations and services.</i>		X
	<i>Directors and Managers, ITS</i>	<i>Participates in bi-weekly meetings and ad hoc planning meetings – provides project management for regular operational activities and major systems projects.</i>		X
	<i>College functional leaders and directors</i>	<i>Requirements gathering, project priority and goal setting, progress reporting</i>		X
		<i>Communication and reporting on IT Operations metrics and goals relating SLA's.</i>	X	
	<i>Board of Governors</i>	<i>(See Documentation in President's Office)</i>	X	
	<i>SAC/SA</i>	<i>Communication and reporting on IT Operations metrics and goals relating SLA's.</i>	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.	<i>Provincial IT group</i>	<i>Participate in yearly conference and appropriate province-wide initiatives with peers.</i>	X	
	<i>3rd Party Vendors relating to service contracts</i>	<i>Managing relationships with key College vendors, negotiating contracts within delegated financial authorities.</i>	X	
Occasional (O) Contacts are made once in a while over a period of time. Frequent (F) Contacts are made repeatedly and often over a period of time.				

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

- Supervises application and information services implementation work over multiple projects as assigned.

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.

(/) 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.*

X Acts as a consultant to College management. Includes working with managers and directors in functional areas to understand needs and challenges and ensure proposed solutions meet client needs

- ☐ 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.

Supervises:

- Network Support Analysts (4)
- Telecommunications Systems Analyst
- Enterprise Hardware Technologist

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	6
Non Full Time Staff (FTE) *	
Contract for Service **	
Total:	6

*** 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 once every four weeks for a week at a time and is expected to respond to critical alerts 24/7 beginning at 4:30pm each Friday. Exceptions are noted and documented in a formal on-call protocol.