



IDENTIFICATION

Department	Position Title	
Aurora College	Vice President, Community and Extensions	
Position Number(s)	Community	Division/Region(s)
91-0841	Yellowknife	Community & Extensions

PURPOSE OF THE POSITION

The Vice President, Community & Extensions (VP, C&E), as the chief academic and policy head for the Community & Extensions Division, provides the overall leadership and management of the division, its faculty and programs College-wide. The VP, C&E ensures academic excellence and integrity govern all elements of the division's work and fosters an environment that is consistent with principles of adult learning and is respectful of the many cultures and communities of the Northwest Territories. The VP, C&E establishes short and long term plans for the division that flow from Aurora College strategic plans; creates processes and procedures for the on-going monitoring, evaluation and renewal of all programs as well as the establishment of new programming; ensures academic standards are maintained and evolving thought and technology are incorporated as appropriate.

Aurora College uses a multi-campus delivery model and the VP, C&E ensures it is fully embraced at all levels of the Division. The VP, C&E cultivates partnerships with community groups, schools, and Aboriginal Governments to determine and respond to learning needs and ensures all aspects of negotiated agreements are adhered to and all resulting partnerships are positive and productive.

The VP, C&E supports the mission, values, goals, and policies of Aurora College and the GNWT as a whole. The position is governed by a range of legislation and plans including, but not limited to: Aurora College Strategic and Business Plan, Policy and Procedures, Code of Ethics; Aurora College Act, Education Act, and related legislation, regulations, policies and guidelines; UNW Collective Agreement; Federal and Territorial Human Rights Legislation.

SCOPE

The VP, C&E reports directly to the President of Aurora College as one of 6 members of the Senior Leadership Team and collaborates regularly with the Vice President, Education and Training, the Vice President, Student Affairs, Vice President, Aurora Research Association (ARI) and the Director of Finance.

The VP, C&E provides leadership directly to the Chair, School of Developmental Studies; the Manager, Curriculum Development; 5 Program Heads; 3 Continuing Education Coordinators and an Executive Assistant; and indirectly to 3 Senior Instructors; 21 Instructors; 22 Community Adult Educators, 4 Administrative Staff and the activities of the Community Learning Centres. In addition the VP, C&E is responsible for Continuing Education matters at all three campuses. This represents half of the full-time College student population and over 1700 learners annually.

The VP, C&E is responsible for the quality and growth of the partnerships and third party agreements with local and regional Aboriginal Governments and other community groups and organizations. The number of potential agreements and partnerships is extensive. Of the 34 communities in the NWT, the number of community governments can amount to two per community (Band and Hamlet) or three or four (Band, Metis, municipal). In addition, there are 5 regional Aboriginal Governments with their training arms and several regional high schools. Effective use of third party funding is the main vehicle for expansion of Aurora College programs beyond the campus.

The annual budget for the Community & Extensions Division is \$10 million which includes salary, O&M, and third party funding.

The Vice President, Community & Extensions is the primary Senior staff who acts on behalf of the President. Located in the capital city of Yellowknife, this position has the proximity to the Department of Education, Culture & Employment; the Legislative Assembly; and the headquarters of many partners, to allow visibility and representation on behalf of the President, whose office is located in Fort Smith.

The impact of this position is significant and cannot be over stated. The Division, Community Programs, under the VP, C&E's direction, has impact on the integrity and development of the College's academic programming and standards; the College's potential for growth and continued credibility; the confidence of community groups and Aboriginal Governments, employers and potential students to choose Aurora College; the ability of Aurora College graduates to be successful in future post-secondary studies; the availability of qualified northerners to assume positions in the private, public and not-for-profit sectors and the overall reputation of Aurora College and its many partner organizations.

RESPONSIBILITIES

1. Leadership and Management

- Under the President's direction, establishes a vision for the Division which flows from the Aurora College Strategic Plan and integrates high academic expectations, instructional excellence, student-centred approaches, and creative and collaborative endeavours.
- Working with the President, Senior colleagues, Chairs and faculty, develops immediate and long term strategic plans to guide the growth and direction of the Division; to establish priority issues for action; and to provide a planning framework for the Chair, Manager, Curriculum Development and Regional Program Heads in the Division.

- Leads and is responsible for risk management, policy and legislation as it relates to the Division.
- Ensures that the on-going development of the Community & Extensions Division within the multi campus delivery model is effective and successful; implements team building communication processes among staff to create a single team from all three campuses; actively seeks constructive input from staff on how to capture and build on the synergies of the three campuses.
- Demonstrates a commitment to on-going professional development. Remains abreast of evolving thinking in the field of adult learning and actively pursues opportunities for professional growth. Nurtures a culture of professional development among all staff.

2. Academic Integrity

- Participates in a committee of senior staff to develop and implement criteria and processes to govern the creation of new programs; to determine the sustainability or need for program modification and renewal; to clarify responses to outside organizations while maintaining academic integrity.
- Establishes a culture of evaluation within the division using a variety of methods such as: multi-year evaluation calendar; built-in benchmarks for evaluation in every project/program; actively soliciting student and staff feedback. Ensures data received through such processes is included in program renewal or provided to the President for further discussion. Works closely with the Office of the Registrar to ensure ALBE and Developmental Programs meet Admissions and Registration Standards.
- Where required, works with the Manager, Program Development & Evaluation to develop terms of reference and contracts for evaluation undertakings; establishes internal teams to conduct evaluations as appropriate; develops management responses to evaluations.
- Works closely with the VP, Education and Training to ensure all Access programs sufficiently prepare learners to be successful in further post-secondary studies.

3. Human Resources

- Encourages the development of leadership skills and knowledge in all faculty and in particular the Chair and Regional Program Heads through mentoring and on-site supports.
- Develops a training plan for the division to map out training requirements as well as developmental/beneficial training for all faculty and staff.
- Determines staffing requirements for program and service delivery based on existing plans and budgets and in consultation with appropriate staff. Works with Chair and Program Heads to ensure instructor and Community Adult Educator contact hours are in compliance with the collective agreement.
- Ensures all aspects of the recruitment process are carried out according to GNWT and Aurora College policy. Ensures all staff are fully oriented to the College and their positions, and, where necessary, to their community.
- Implements a performance management process which includes the growth and development of staff and the completion of annual performance reviews. Coaches and mentors staff as appropriate to improve performance.

- Ensures appropriate and consistent action is taken to discipline staff when necessary using the progressive discipline model. Seeks assistance from GNWT Human Resources to enforce discipline and from the President's Office in the event of dismissal.
- Establishes a positive, healthy and safe work environment in accordance with all appropriate legislation and regulations.

4. Third-Party Agreements and Partnerships

- Develops an array of adult learning and community development services to assist community and regional groups to identify and address priority learning needs. Such services include: community and group needs assessments; community and group training plans; skills-based programs for off campus delivery.
- Works with the Manager, Communications & College Relations to develop and implement internal and external communication strategy to ensure: staff are aware of college policies, processes and events; potential students are aware of programs in their communities; outside organizations are aware of third-party opportunities and processes and how the college can assist.
- As necessary, facilitates development of strategic alliances among funding agencies and clients to make training opportunities possible.
- Develops a productive relationship with ECE regarding the on-going development and implementation of the ALBE curriculum and K-12 partnerships.
- Develops proposals, as required, in consultation with clients and potential funding agencies and sources and maintains on-going liaison to ensure positive partnership relationships; ensures all staff understand the elements of successful working partnerships; ensures that third party reporting requirements are met and submitted and maintained.

5. Financial

- Assumes overall accountability for ensuring the salary and O & M budgets are developed in concert with strategic and program plans; are realistic and effective; and are closely monitored through monthly analysis with staff and the Director of Finance/CFO. Takes corrective action as required to meet budget targets.
- Ensures faculty are fully involved with the budget process and accountable for their budgets.
- Leads staff and/or independently writes proposals and concept papers to secure multi-year funding to better meet the needs of local and regional communities training plans. This work is done in a compressed timeframe and is undertaken to support Aurora College's strategic priorities. Partnerships are leveraged for third party agreements with local and regional Aboriginal Governments for multi-million dollar submissions.

6. Policy Development

- Establishes and implements a process for reviewing existing policies and developing new policies for the division; ensures the policy development process benefits from research into other jurisdictions and significant vetting and input from faculty, staff and, as appropriate, students.
- In collaboration with the Vice President, Education and Training, prepares academic policies for presentation to the Board of Governors and/or its sub-committees for

review and approval; ensures all required staff and students fully understand existing and new policies.

7. Communication and Information

- Ensures staff are made aware of College Strategic Plan and Business Plan, College Policies and Procedures, relevant government policies, as well as other directives from the College Board of Governors and the President's Office.
- Creates communication plans to ensure faculty and staff receive important information in a timely manner. Devises appropriate communication vehicles where Community & Extensions Division cross over with other Divisions.
- Establishes and maintains relationships important to the Community & Extensions Division by meeting regularly with stakeholders including, but not limited to, Aboriginal organizations, regional and community leadership, federal and territorial government Divisions partners in education, business and industry.
- When asked by the President, represents the College at meetings, symposiums, conferences, workshops, community functions, and Aboriginal and First Nations functions.
- Provides reports and briefing notes for the President, Board of Governors, and Dept. of Education, Culture and Employment as required.

WORKING CONDITIONS

Physical Demands

This position requires a high degree of energy to deal with the range of issues associated with the Division, travel to the three campuses and 22 communities to meet with a variety of community and regional groups. In the "pursuit of excellence", the position requires a high level of energy in order to conduct and attend numerous college, campus, student, staff and stakeholder meetings; plan and carry out new ideas to enhance and increase program and service delivery, and to carry on the day-to-day business of college and program management.

Long hours are also spent at the computer, managing email and attending to the workload which may contribute to neck injuries, eye strain, general fatigue and other physical discomfort.

Environmental Conditions

Travel by road (and winter roads) or by small aircraft to the three campuses or smaller communities can occur at any time of year. When travelling to communities, the incumbent must be prepared to live and work in a variety of conditions for short periods.

Sensory Demands

The incumbent must spend long hours in intense concentration both of a technical and an interpersonal nature; be especially adept at listening to and understanding others from a variety of cultural backgrounds; spend long hours on the computer which requires a great deal of attention to detail. The incumbent must also have concentrated listening during many conversations dealing with emotional, interpersonal, political and other intense issues.

Mental Demands

The incumbent is faced with significant mental demands stemming from the need to communicate with others on a regular basis. The incumbent must be especially adept at listening to and understanding others from a variety of cultural backgrounds. Stress can be caused by the need to inform others of sensitive and occasionally disappointing information. In some cases, others can become very demanding and verbally abusive. Stress is also caused by a high workload, particularly during peak periods, and the need to respond to inquiries in a timely manner. The effective provision of programs and services to adult students can be stressful due to the life-changing experiences that students are experiencing.

There are mental demands from outside stakeholders as they provide input and make requests for program delivery as well as the day-to-day, constant demands and interruptions from staff, students and general public. Denying requests where resources are not available and sometimes cancelling programs produces stressful situations. Some of the contemplative paperwork and reporting is done after hours.

The incumbent often faces many simultaneous, competing demands with limited resources and must be able to set priorities in an ever changing, political environment. The incumbent works with tight deadlines and must deal with conflicting priorities and regular interruptions. Campus and student housing issues arise regularly and can be emotionally charged and at times politically sensitive. This can be a source of stress and fatigue.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of the social, political and cultural environment as it effects adult learning in the Northwest Territories, along with Aboriginal Identity, Aboriginal Self-Government and community empowerment initiatives;
- Knowledge of leadership, motivational theory and effective practices; team building, relationship building with faculty, staff and students; success in a multi-layered organization; networking;
- Knowledge of organization and structure of colleges; post-secondary systems, program development; planning; the relationships between the colleges and various partners in communities, both in the North and in post-secondary institutions throughout Canada;
- Knowledge and ability to effectively manage risk management and legal matters relating to student practicum agreements, program deliveries especially in off campus settings;
- Knowledge and ability to implement innovation and change within a division;
- Knowledge of organizational behavior and design;
- Knowledge of effective Human Resource practices and the ability to mentor and evaluate;
- Knowledge of the organization and structure of colleges; post-secondary systems, program development, planning and evaluation;
- Successful development of working partnerships;
- Knowledge of financial administration, generally accepted accounting principles and budget preparation, as well as, the ability to monitor variances and implement required budgetary controls and/or corrective action;
- Knowledge of needs assessment; analysis of regional and national educational and labour market trends;

- Ability to negotiate and attract third party investment to expand program and service delivery;
- Ability to write proposals, concept and option papers and build multi-million dollar budgets
- Knowledge of strategic planning; short and long term planning;
- Ability to manage tight time deadlines and multiple priorities;
- Knowledge of curriculum development and renewal at the post-secondary level;
- Knowledge of research methods, research project development and implementation, needs assessments and program evaluation and management.

Typically, the above qualifications would be attained by:

Completion of a Master's Degree in Education.

- 10 years progressive experience in K-12 and post-secondary including: teacher, college instructor, program head, school principal, college administrator.

ADDITIONAL REQUIREMENTS

Position Security (check one)

- No criminal records check required
 Position of Trust – criminal records check required
 Highly sensitive position – requires verification of identity and a criminal records check

French language (check one if applies)

- French required (must identify required level below)

Level required for this Designated Position is:

ORAL EXPRESSION AND COMPREHENSION

Basic (B) Intermediate (I) Advanced (A)

READING COMPREHENSION:

Basic (B) Intermediate (I) Advanced (A)

WRITING SKILLS:

Basic (B) Intermediate (I) Advanced (A)

- French preferred

Aboriginal language: Choose a language

- Required
 Preferred