



## IDENTIFICATION

Department	Position Title	
Aurora College	Chair, School of Trades, Apprenticeship and Industrial Training	
Position Number(s)	Community(s)	Division/Region(s)
91- 12972	Fort Smith	Education and Training Division

## PURPOSE OF THE POSITION

The Chair, School of Trades, Apprenticeship, and Industrial Training is responsible for the overall academic and philosophical leadership and management of the School of Trades, Apprenticeship, and Industrial Training and its faculty College-wide with particular emphasis on maintaining academic excellence and integrity in the School. The Chair assists in building partnerships and associations within Aurora College and with other Colleges and Universities in order to produce qualified journeymen and employees in trades and occupations or seek meaningful employment in related trades and industrial settings. The Chair fosters an environment that supports the mission, values, goals, and policies of Aurora College and the GNWT as a whole; is consistent with adult education principles; and is respectful of the many cultures of the peoples and communities of the Northwest Territories. The position is governed by established Aurora College Policy and Procedures, Code of Ethics and Business and Corporate Plans; the Aurora College Act; the Education Act; the Apprenticeship, Trades and Occupational Certification Act, GNWT legislation, regulations, policies and guidelines; and Collective Agreements.

## SCOPE

The Chair, School of Trades, Apprenticeship and Industrial Training reports to the Vice President, Education and Training on all academic matters concerning the Trades, Apprenticeship and Industrial Training Programs and, in support of learner success, works closely with other College staff including the; Director, Student Services; Vice President, Community Programs and Registrar.

Aurora College uses a multi- campus delivery model. The Chair is responsible for ensuring the School fully embraces programs, staff and students at all three campuses.

The Chair oversees the following programs in the School of Trades, Apprenticeship and Industrial Training, College-wide: Apprenticeship Carpenter; Apprenticeship Electrician (Construction); Apprenticeship Heavy Equipment Technician; Apprenticeship Housing

Maintainer; Apprenticeship Plumber/Gasfitter; Apprenticeship Oil Heat Systems Technician; Observer/Communicator; Introduction to Underground Mining; Underground Miner Training; Heavy Equipment Operator; Camp Cook; and other programs which may be delivered through third-party contracts. The Chair must develop and maintain successful, productive working relationships with a variety of partners to ensure quality accredited programming and to deliver relevant third-party projects. Such partnerships include: Manager of Apprenticeship, Department of ECE and the Chair of the NWT Apprenticeship, Trades and Occupational Certification Board; the NWT Workers Safety and Compensation Commission; Aboriginal Skills and Employment Partnership (ASEP) and the Mine Training Society; Aboriginal governments and organizations, communities; industry representatives.

All of the Apprenticeship Programs; Observer/Communicator; Introduction to Underground Mining; full-time Heavy Equipment Operator; and Camp Cook programs are delivered at the Thebacha Campus. The Underground Miner Training is delivered at the Yellowknife Campus. The part-time Heavy Equipment Operator program can be delivered in many communities. Third-party trades and industry programs are usually delivered in the NWT, but can be delivered in the Yukon or Nunavut. Community-based delivery is possible for some non-apprenticeship programs. The Chair facilitates community-based delivery in collaboration with the appropriate campus staff and the VP, Community Programs.

The Chair supervises approximately 20 full time faculty and staff at Thebacha Campus; the Coordinator, Oil and Gas located at the Aurora Campus; the Coordinator, Industry and Mine Training located at the Yellowknife Campus. Additional casual or contract staff are hired as required. On average, enrollment is equivalent to 400 full-time students annually.

The Chair is responsible for a base budget of approximately \$1.2 million annually. Additional third-party budgets range from \$400,000 to \$550,000 per year.

The School of Trades, Apprenticeship and Industrial Training, under the Chair's direction, has significant impact on: the ability of the College to deliver credible apprenticeship programs and maintain apprenticeship and transfer agreements; the confidence of employers and industry partners in College programs; the availability of northerners qualified to assume positions within the trades and industrial sectors; and the reputation of Aurora College and its partner organizations.

## **RESPONSIBILITIES**

### **1. Ensures the on-going development of the School of Trades, Apprenticeship and Industrial Training within the multi-campus delivery model is timely, effective and successful.**

- Ensures staff are fully conversant on the purpose and accountabilities of a multi-campus model.
- Implements team building activities and procedures to create a single team from all three campuses and institutes communication processes among staff to enhance both team collaboration and program development.
- Actively seeks constructive input from staff on how to capture and build on the synergies of the three campuses.

- Works closely with the Vice President, Education and Training to ensure the multi-campus model evolves in the best interests of all learners and the college as a whole.

**2. Provides overall academic leadership for programs within the School of Trades, Apprenticeship and Industrial Training.**

- Develops and directs delivery of the programs assigned to faculty in the School, Trades, Apprenticeship and Industrial Training.
- Ensures that the School of Trades, Apprenticeship and Industrial Training programs meet required territorial and national standards and are relevant and appropriate for delivery in the NWT.
- Develops annual and long-term program plans and strategies for the School with benchmarks for review.
- Determines the institutional requirements and identifies appropriate instructional needs jointly with the Vice President, Education and Training, the Campus Managers and Program Head.
- Plans and coordinates faculty workloads and prepares the educational plan in consultation with the Program Head, Senior Instructors, Coordinators, Campus Managers, and Registrar.
- Ensures support services and other resources necessary for effective teaching are available to faculty and recommends the purchase of new resources relevant to the School.
- Ensures regular safety inspections of equipment and work sites are undertaken by Instructors and concerns are addressed in a timely fashion.
- Works with the Worker's Safety and Compensation Commission to coordinate site inspections annually and to promote a culture of safety in the workplace with both staff and students.
- Draws on a variety of evaluation measures to carry out productive and practical evaluation of teaching methodology and practice used by instructors in the School.
- Mentors faculty and arranges for supports as required.
- Arranges for the overall evaluation of the School's programs and services, using a range of feedback tools to ensure that academic and quality standards are maintained and current.
- Works closely with the Chair, School of Developmental Studies to ensure Access programming sufficiently prepares learners to be successful in the School.
- Identifies needs for new programs and examines the feasibility of new initiatives.
- Guides, develops and writes curriculum; refreshes, renews and revises curriculum.
- Encourages faculty to be innovative in both curriculum development and methodologies of instructing and learning.
- Nurtures a culture of on-going professional development among faculty by encouraging them to identify and pursue on-going development and to take on research projects.
- Fosters teamwork with faculty and a collegial environment within the School and the College.
- Presents the public image of the College, and in particular, the School of Trades, Apprenticeship and Industrial Training, promoting its programs, faculty and "place" in the post secondary community and trades and industrial sectors.

- Participates in conference presentations, workshops, orientations, seminars, discussion groups, tutorials, and round tables.
- Develops briefing notes and reports for the Vice President, Education and Training, and/or President regarding issues within the School of Trades, Apprenticeship and Industrial Training.

**3. Contributes to a variety of partnerships including those with other post-secondary institutions regarding program delivery and transfer credit and with third party funders to generate revenue for the School.**

- Researches potential funding sources and their applicability to the School's long-term and short-term plans.
- Develops proposals with evaluation benchmarks ensuring the funders' criteria are met.
- Manages all third-party training and educational contracts/agreements within the School according to agreements and ensures all required accountabilities and reports are submitted on time and according to the funders' requirements.
- Assists the VP, Education and Training in the negotiation of academic partnerships with other educational institutions (e.g. joint delivery of instruction) and ensures all aspects of those academic agreements are appropriately implemented and closely monitored.
- Establishes and facilitates advisory committees and/or similar consultative mechanisms representing government departments, educational institutions, business, industry, community groups, and employers; provides regular program status reports to these groups and partner organizations as required.
- Consults and develops partnerships with industry, employers, regulatory agencies, clients, community leaders and stakeholders to identify training requirements and to enable Aurora College to be the trainer of choice.
- Liaises and maintains partnerships with other educational institutions, professional associations and accrediting agencies to maximize accreditation and transferability of courses.
- Establishes productive work relationships with organizations which host student internships and monitors such placements closely.
- Pursues opportunities with various local school boards with the intent of providing introductory trades and industry-related training for schools
- Nurtures close working relationships with other Aurora College partners such as the Department of Education, Culture and Employment and various NWT organizations with interests in the areas of business and leadership.

**4. Provides overall administrative leadership and budget planning within the School of Trades, Apprenticeship and Industrial Training.**

- Develops and monitors annual faculty and operating budgets and takes corrective action where required.
- Attends to human resource matters, including recruitment, orientation and training, performance planning and appraisal, in collaboration with relevant faculty and staff.
- Ensures that faculty, staff and students are familiar with relevant Aurora College policies and health and safety regulations and the Collective Agreement.
- Anticipates, recommends and contributes to the development of Campus and

College-wide long-term planning and policies.

- Participates on various Aurora College and ad hoc committees, teams, and task forces.
- Works with Campus Managers and other Campus faculty and staff on matters such as appeal committees, convocation, completion ceremonies and Aurora College Week.
- Reviews and approves professional development plans for the faculty and staff who report directly to the Chair, and monitors follow-up activities in order to maintain high standards of performance.
- Consults with and supports the work of the faculty and staff who report directly to the Chair.
- Ensures instructor contact hours are in compliance with the Collective Agreement.

**5. Provides guidance, academic counsel and direction to students in consultation with Campus program staff.**

- Creates and fosters an environment which is supportive of student learning and scholarship.
- In consultation with faculty, seeks student feedback to determine student satisfaction with programs, program delivery, and quality of instruction and identifies opportunities for improvement.
- In consultation with faculty and based on Aurora College policies, investigates and determines appropriate action for student discipline.
- Ensures all appropriate staff are informed of possible student suspension or termination for cause.
- Investigates and ensures quick response to student complaints, concerns, and suggestions.

**6. Demonstrates commitment to on-going personal, professional development.**

- Maintains knowledge of current developments in post-secondary education and adult and continuing education programs and awareness of trends and conditions affecting the programs in the Trades, Apprenticeship and Industrial Training.
- Pursues a variety of routes to remain abreast of evolving thinking in the field of business, leadership and adult learning.
- Identifies opportunities to share with staff and implement, as appropriate, tangible results of research.
- Identifies opportunities to carry out college-based research, in consultation with faculty and the Aurora Research Institute, and prepares papers to share research results.

### **KNOWLEDGE, SKILLS AND ABILITIES**

The Chair, Trades, Apprenticeship and Industrial Training requires a combination of knowledge and successful experience in the following areas:

- adult education principles, theory, best practices and instructional strategies;
- leadership, motivational theory and effective practices; team building, relationship building with both staff and students; networking;

- apprenticeship, trades and industry training sector including in such diverse areas as heavy equipment technician, housing maintenance, oil burner mechanics, carpentry, electrical, heavy equipment operator and observer-communicator programs
- standards, legislation, delivery models, facilities and equipment requirements for apprenticeship, trades and industrial training programs
- curriculum development especially in the fields of trades, apprenticeship, and industrial training
- organization and structure of colleges; the relationships between the colleges and various partners in communities, both in the North and in post-secondary institutions throughout Canada;
- translation of evolving labour market information and trends into potential programming;
- cross-cultural situations and the nature of isolated and northern communities;
- research methods, research project development and implementation, needs assessments and program evaluation and management;
- post-secondary systems, program planning, budgeting process and principles, economic and educational trends, college and client population, northern cultures and politics;
- strategic planning; short and long term planning; various evaluation procedures
- proposal development; project implementation and evaluation; report writing;
- human resource management and the ability to mentor, evaluate and motivate staff;
- budget development and management;
- effective verbal, listening and written skills to communicate with diverse, cross-cultural groups, chair meetings, make presentations, mediate, influence and persuade;
- creative, critical and analytical approaches to program development, innovation and expansion; problem resolution; strategic planning; researching and organizing;
- ability to adapt to, communicate and manage change with students and staff;
- Microsoft Office, e-mail, Internet, and basic office equipment.

**Typically, the above qualifications would be attained by:**

- Completion of an Interprovincial Journeyperson Certificate in one or more Apprenticeship, Trades and Industrial Training areas Completion of Certificate in Adult Education, or equivalent
- 5 years experience in the Apprenticeship and Trades sector (equivalent combinations industrial experience will be considered)
- 3 years supervisory experience
- 3 years teaching experience in the fields of Trades, Apprenticeship or Industrial training at a post-secondary level (equivalent combinations of industrial training and education experience will be considered where the candidate lacks the required experience in a post-secondary institution)
- 3 years of managerial experience for training or education in industry, government, or other educational institutions will be considered)

**Asset**

- Certification in CPR/First Aid
- A deep understanding of Aboriginal and Northern education issues

## **WORKING CONDITIONS**

(Working Conditions identify the ***unusual and unavoidable***, externally imposed conditions under which the work must be performed and which create hardship for the incumbent.)

### **Physical Demands**

This position requires a high degree of energy to deal with the range of issues associated with the School and the travel to the three campuses.

### **Environmental Conditions**

Travel by road (and winter roads) or by small aircraft to the three campuses or smaller communities for meetings or committee work 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. The incumbent travels 4-6 times per year, 3 days each time to meet with some of the partners and approximately once a month each year to other communities to attend meetings.

### **Sensory Demands**

The incumbent must spend long hours in intense concentration both of a technical and an interpersonal nature. The incumbent must be especially adept at listening to and understanding others from a variety of cultural backgrounds. The incumbent must also spend long hours on the computer which requires a great deal of attention to detail.

### **Mental Demands**

The incumbent often faces simultaneous, competing demands with limited resources and must be able to set priorities in an ever changing environment. The incumbent works with tight deadlines and must deal with conflicting priorities and regular interruptions. Issues related to student or staff suspension and discipline can be emotionally charged and, at times, politically sensitive. This can be a source of stress and fatigue.

## **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