



IDENTIFICATION

Department	Position Title	
Aurora College	Chair, School of Developmental Studies	
Position Number(s)	Community	Division/Region(s)
91-6565	Fort Smith	Community & Extensions

PURPOSE OF THE POSITION

The Chair, School of Developmental Studies is responsible for the overall academic and philosophical leadership and management of the School of Developmental Studies and its faculty College-wide, with particular emphasis on maintaining academic excellence and integrity in the School while assisting to build partnerships and associations within Aurora College and with other Colleges and Universities, in order to produce successful learners qualified to go on to further post-secondary programs or seek meaningful employment. 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 Public Colleges Act; the Education Act; GNWT legislation, regulations, policies and guidelines; national and territorial guidelines regarding Adult Literacy and Basic Education and Collective Agreements.

SCOPE

The Chair, School of Developmental Studies, reports to the Vice President, Community and Extension on all academic matters concerning School of Developmental Studies Programs and, in support of learner success, works closely with a wide range of other College staff including: the Vice President, Education and Training; Manager; Vice President, Student Affairs; Manager of Communications & College Relations; the Education & Training Chairs; the Manager, ALBE Curriculum Development; the Regional Program Heads; the Registrar; and the College Librarians. The Chair also works in partnership with the NWT Literacy Council and the GNWT Department of Education, Culture and Employment (ECE) and other ECE approved Government and Non-Governmental Organizations delivering Adult Literacy and Basic Education curriculum.

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 Developmental Studies Programs, College-wide: Campus-Based Literacy Outreach Programs; Adult Literacy and Basic Education (ALBE); Occupations and College Access Program (OCAP); University and College Access Program (UCAP); and other literacy and essential skills based programs developed to meet labour market demand such as the Targeted Initiative for Older Workers (TIOWs) program.

The ALBE curriculum is delivered at all Aurora College Campuses and in all communities throughout the NWT. The TEP Access program is delivered at all 3 campuses, in various communities and some by Distance Learning. Other Access Programs can be delivered at different sites depending upon need and enrolment.

The School of Developmental Studies faculty includes: 3 Senior Instructors, one at each campus; and 15 Instructors across the 3 campuses. The number of Instructors can vary from year to year, depending on demand and available funding.

The Chair, School of Developmental Studies is responsible for a budget of approximately \$5 million annually, which includes O&M, staff and programs. School of Developmental Studies constitutes approximately 45% of all Aurora College business and has the largest number of students located in all communities and all campuses throughout the NWT.

The School of Developmental Studies Programs under the Chair's direction has significant impact on: the delivery of credible programing to maintain transfer agreements and academic partnerships; the confidence of employers to consider graduates; the rate of adult literacy; the accessibility to and successful completion of post-secondary studies by northerners; the employability of adults throughout the NWT; and the reputation of Aurora College and its partner organizations.

RESPONSIBILITIES

1. Ensures the on-going development of School of Developmental Studies Programs within the multi-campus delivery model is timely, coordinated and effective.

- 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, Community and Extensions 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 School of Developmental Studies.

- Develops and directs delivery of the educational programs assigned to School of Developmental Studies faculty.
- Ensures that School of Developmental Studies programs meet territorial and nationally accepted standards and are relevant and appropriate for delivery in the NWT.
- Develops annual and long-term program plans and strategies for School of Developmental Studies with benchmarks for review.
- Determines the institutional requirements and identifies appropriate instructional needs jointly with the Vice President, Community and Extensions, and the Senior Instructors.
- Plans and coordinates faculty workloads and prepares the educational plan in consultation with the Senior Instructors, Registrar and Library staff.
- Ensures support services and other resources necessary for effective teaching are available to faculty and recommends the purchase of new resources relevant to School of Developmental Studies.
- 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 of Developmental Studies Programs.
- 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 Chairs/Director of the 5 Schools to ensure the access programs fully prepare learners to be successful in post-secondary studies.
- Identifies needs for new programs and examines the feasibility of new initiatives.
- Guides, develops and writes curriculum; refreshes, renews and revises curriculum.
- Develops procedures for maintaining the security and integrity of all ALBE placement and Exit tests.
- Manages the distribution, security and integrity of testing procedures at each Campus location.
- Coordinates the development and distribution of new materials and, in consultation with the Manager, Curriculum Development and Education, Culture and Employment, amends and updates existing materials.
- Encourages faculty to be innovative in both curriculum development and approaches to teaching 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.
- Provides and arranges, on collaboration with the Manager, Curriculum Development, for regional and/or territorial workshops/conferences/in-service training for instructors, adult educators and others regarding ALBE programs, materials and standards.
- Fosters teamwork with faculty and a collegial environment within the School of Developmental Studies Department and the College.
- Presents the public image of the College, and in particular, School of Developmental Studies, promoting its programs, faculty and "place" in the post-secondary community and the field of adult literacy and post-secondary preparation.

- Participates in conference presentations, workshops, orientations, seminars, discussion groups, tutorials, and round tables.
- Develops briefing notes and reports for the Vice President, Community & Extensions, and/or President regarding issues within the School of Developmental Studies.

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 School of Developmental Studies.

- Researches potential funding sources and their applicability to the School of Developmental Studies long and short plans.
- Develops proposals with evaluation benchmarks ensuring the funders' criteria are met.
- Manages all third party training and educational contracts/agreements according to agreements and ensures all required accountabilities and reports are submitted on time and according to the funders' requirements.
- Assists the Vice President, Community & Extensions 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.
- Develops and maintains effective working relationships with and liaises with Chairs at other institutions such as Nunavut Arctic College and Yukon College.
- Establishes productive work relationships with organizations which host student internships and monitors such placements closely.
- Nurtures close working relationships with other Aurora College partners such as the Department of Education, Culture and Employment, the eight NWT School Districts & Councils, and various NWT organizations with interests in adult literacy such as the NWT Literacy Council.

4. Provides overall administrative leadership, and budget planning within the School of Developmental Studies.

- 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 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.

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 School of Developmental Studies.
- Pursues a variety of routes to remain abreast of evolving thinking in the field of adult learning, adult literacy and basic education, and preparation for post-secondary studies.
- 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.

WORKING CONDITIONS

Physical Demands

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

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

The Chair, School of Developmental Studies requires a combination of knowledge and successful experience in the following areas:

- Adult education and adult literacy and basic education principles, theory, best practices and instructional strategies;
- Leadership, motivational theory and effective practices; team building, relationship building with both staff and students; networking;
- Pre-service academic and professional adult education theory and practice;
- Adult education curriculum and curriculum development;
- Academic testing methods for ALBE and Access programs including essential skills and best practices used both nationally and internationally.
- 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;
- 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 a Master's Degree in Education;
- Completion of Certificate, Diploma or Degree in Adult Education or equivalent
- Three years of program coordination experience;
- Two years of Adult Literacy & Basic Education instructional experience at the post-secondary level;
- 5 years of management and supervisory experience in an education setting including 2 years at a post-secondary institution;
- 2 years of management and supervisory experience in a cross-cultural setting.

Asset

- Experience working in Aboriginal settings e.g. in Aboriginal organizations
- Instruction experience at the post-secondary level

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