

**YUKON UNIVERSITY**  
**POSITION DESCRIPTION**

**PART 1 – IDENTIFYING DATA**

**Position No.:** YC1625

**Head Quarters:** Dawson City, Tr'odëk Hätr'unohtän Zho

**Position Title:** Community Adult Education Coordinator (CAEC)  
Tr'odëk Hätr'unohtän Zho Bridging Year Program

**Incumbent:**

**Supervisor's Title:** Department Head

**Division:** Community Education and Development

**Date Description Revised:** May 2025

**PART 2: SUMMARY (broad statement of why position exists):**

Reporting to the Department Head, this position assumes a leadership role in coordinating and implementing courses and activities, and instructing adults, in the Tr'odëk Hätr'unohtän Zho Bridging Year Program. The position collaborates closely with the Tr'ondëk Hwëch'in (TH) community and government representatives, and the program steering committee in meeting the program's educational and learning outcomes. As an employee the incumbent is expected to respect and abide by the TH principles of Tr'ëhudè, which speaks to living in harmony and balance, being respectful and humble, caring for each other and being grateful for our reciprocal relationship with the land and all living things.

**A. Duties and Responsibilities**

**1. Major function-the most important activity or responsibility required (describe what is done, why it is done and how it is done):**

Instruct, develop and lead courses and activities for purposes of education or training, by:

- a. Researching, developing and maintaining effective curriculum through: reviewing and writing instructional materials; incorporating learning material aids; assessing audio and visual resources for content and accuracy; and embedding First Nations principles of teaching and learning;
- b. Coordinating, developing and leading classes, courses and activities in relationship to meeting the program objectives, and as directed by the Steering Committee;
- c. Building and maintaining relationships with students and community members to design and deliver meaningful content, learning opportunities and experiences;
- d. Applying culturally responsive teaching theories and practices through a variety of settings including classroom, experiential education, project-based learning and coordinating and leading land-based excursions and camps;
- e. Developing and delivering individualized and small group programming, adapting and modifying curriculum, implementing assessment for learning and differentiating content, processes, and products to meet a wide range of learning abilities and styles;
- f. Planning, organizing, and conducting both theoretical & practical lessons, in subject areas of instruction, to students within or outside of the traditional classroom setting and to ensure First Nations principles of teaching and learning are reflected in the process;
- g. Consulting and liaising with other instructors / coordinators, as well as, Elders, knowledge holders, TH staff (including the Adult Success Coordinator and TH Adult Education Team and other related departments), community members, YukonU staff, for the purpose of integrating relevant content, culturally appropriate and individualized approaches for program and course development and delivery;

- h. Liaising with Admissions, Counselors, and other staff including, YukonU, Dawson community and TH, on items such as student admissions, counseling referrals, learning assistance, and to identify and student supports that might be needed to ensure student success in the program;
- i. Maintaining accurate case management records, goal setting processes, student assessments, progress reports, attendance, background information, final reports, and placement/employer requests, etc.;
- j. Planning and ensuring that appropriate administrative practices are followed as per Yukon University policies.

**Approximate percentage of job time major function is performed: 60%**

**2. Other principal activities, in order of importance (describing for each what, why, and how, and approximate percentage of job time required, rounded off to the nearest 5%):**

- a. Working in collaboration with other staff at Tr'odëk Hätr'unohtän Zho, Dawson Campus and the bridging program in:
  - i. Identifying, prioritizing and scheduling: Program daily tasks; routine meetings including program team meetings; student schedules; and other work required to ensure smooth functioning of the program;
  - ii. Participating in consultations with the Steering Committee, the Tr'ondëk Hwëch'in community and government, Yukon University Departments, the Department Head and other agencies and organizations to ensure responsive approaches to program needs;
  - iii. Recommending resources required to implement and deliver courses and activities including materials, equipment and casual staff;
  - iv. Reporting status and progress of program / courses and making recommendations on new and existing program-related proposals, implementation, and delivery to the Steering Committee on a regular basis.
- b. Ensuring content and delivery methods of programs / courses are current by:
  - i. participating in relevant professional activities, and
  - ii. liaising /consulting with other instructors / resource people including, relevant information sources.
- c. Participating and / or conducting program and course evaluations;

**Approximate percentage of job time major function is performed: 30%**

**3. Examples of additional Departmental activities, which may be performed:**

- a. Serving as a member on committee(s) as appropriate;
- b. Hosting visitors and explaining local program activities;
- c. Support the efficient functioning of the Steering Committee.

**Approximate percentage of job time major function is performed: 10%**

**4. Approximately how long will it take for a fully qualified employee from outside the unit to reach the full working level of the position?**

- 10 months to reach a functional level

**B. Problem- solving and decision-making**

**1. a) List any sections of Acts, Regulations, Policies or Procedures with which the incumbent must be fully familiar with in order to perform the position's functions:**

Yukon University Policies & Procedures, including Academic Regulations & Procedures and Human Rights & Harassment Policies; Yukon Occupational Health and Safety Act; agreements between Yukon University and agencies; relevant occupational certification standards and requirements. Documents relevant to Tr'ondëk Hwëch'in and Land Claim Agreements.

- b) Is the position responsible for interpreting, administering, or enforcing any of the above? If yes, explain.**

Yes – interpretation of policy/procedures and compliance with of all the above.

- 2. a) Describe the kinds of recommendations the incumbent is regularly required to make and to whom:**

To Supervisor regarding: purchase of materials and supplies; capital expenditures; campus budget; training and development needs; facility modifications; program changes; policies and procedures.

To Campus and university Colleagues regarding: program/course content; course/program development activities; learning activities; student assessment, transfer, placement, and progress.

- b) Who normally makes the final decisions with respect to those recommendations?**

Supervisor

- 3. a) Describe the kinds of final decisions regularly made for which the incumbent is held accountable.**

Student assessment; the preparation and use of instructional materials; selection of appropriate teaching methods; individualized student programs and schedules; preparing personal competency for instructing course content; following priorities and processes as established with colleagues in A.2.a.

- b) What is the direct impact of those decisions?**

Quality of instruction, student retention and progress in university programs / courses, advanced standing in other programs (as applicable), employability, transferability, etc.

### **C. Freedom to Act**

- 1. Describe the way in which this position receives direction:**

From the supervisor via group meetings and/or individual discussions; from Program Steering Committee; from University Mission and Ends Statement; from approved policies and procedures; and from structured feedback.

- 2. What legislation, regulations, procedures or established practices guide, constrain, or limit the activities of this position?**

See B.1 a) above.

- 3. How is the work of the position normally checked or evaluated?**

Through supervisor's meetings; self, peer, student, and regular formal supervisory evaluations; feedback from clients, employers and/or departmental and University managers.

- 4. What types of decisions are normally referred to the supervisor? (Give examples)**

Budget allocations; changes in programs and courses; curriculum changes; scheduling in cooperation with the other program areas; policy matters, student termination.

## D. Financial Accountability

### 1. Program Dimensions:

#### a) Annual Budget (for unit under the direct control of the position) :

Fiscal year:

Annual Payroll: \$

O/M Budget (excluding payroll): \$

Capital Budget (excluding payroll): \$

Revenues: \$

Recoveries: \$

Non-labour O&M \$ as determined on annual budget cycle

#### b) Who prepares this budget?

Department Head,

#### c) What is the position's accountability for budget once allotted?

The position is responsible for following expenditure priorities and decisions as established by Steering Committee within the dimensions of the program budget.

#### d) Does position have authority/ability to reallocate resources? (describe)

Within the confines of the program area.

#### e) Signing authority levels:

Within authority guidelines as approved under university policy

### 2. Other expenditures or revenues influenced by this position and how.

Recommendations regarding program related capital; acquisitions; and identification of possible third party contracts.

## E. Management Supervision of Human Resources

☒ 1. No direct supervisory duties

2. Supervisory duties

a) Number of positions supervised directly: Permanent: \_\_\_\_

Aux/Casual: 3-5

#### a) Nature of supervisions: (check any of the following supervisory tasks that are performed on a regular basis);

- ☒ a. Show colleagues how to do tasks
- ☐ b. Train other employees in work procedures
- ☒ c. Assign work and review for quality/quantity
- ☒ d. Establish work priorities and schedules
- ☐ e. Change duties and responsibilities
- ☐ f. Participate with supervisor in employees' performance evaluations or formally appraise employees' work performance and discuss appraisal with them, making a final recommendation to advance or withhold merit increments
- ☐ g. Recommend appointment or rejection upon completion of probationary period
- ☐ h. Interview employees with attendance or performance problems
- ☐ i. Act as first formal step in the grievance procedure
- ☐ j. Interview candidates for vacant positions in the unit
- ☐ k. Give opinion to supervisor on selection of new employees, or make final decision on selection of new employees
- ☒ l. Other (describe) Ensure collaboration between casual and permanent staff on student progress and program direction.

F. **Key Personal Contacts**

<u>Who (what positions or groups)</u>	<u>Purpose</u>	<u>Frequency</u>
Students	Instruction & Supervision	Daily
Agencies	Coordination	Weekly
Department Head/Supervisor	Direction	Weekly
University Staff	Advice/information	Weekly
Tr’ondëk Hwëch’in Adult Education	Advice/Information	Daily
Steering Committee	Advice/Information	Monthly

G. **Tools, Equipment, or Machinery Used**

<u>Name</u>	<u>Purpose</u>	<u>Frequency</u>
Audio-visual equipment	Instruction	10%
Distance Learning Technologies	Instruction	10%
Computer		
MS Office	Administrative Duties	15%
Banner	Administrative Duties	10%
Internet/email	Communications	15%

H. **Working Conditions**

Describe any adverse conditions that are normal and expected in the job.

a) **Describe weights lifted:**

<u>Type</u>	<u>How Heavy</u>	<u>Percentage of time</u>
Program related equipment or	up to 25 kg:	daily
Materials:		daily

b) **What working conditions (sitting, standing, bending, reaching) or types of physical effort (hiking, walking, driving) are required?**

<u>Type</u>	<u>Percentage of time</u>
Normal office/classroom environment	70%
On-the-land training events in camp setting	25%

c) **Describe any physical hazards present:**

<u>Type</u>	<u>Percentage of time</u>
Hazardous driving conditions	0-5%

d) **Describe special physical conditions leading to discomfort:**

<u>Type</u>	<u>Percentage of time</u>
Travel-occasional requirement to stay in less than ideal facilities	0-5%
Adverse weather conditions.	0-5%

e) **Interpersonal Conditions: Check any of the following conditions which are normal and expected in the job and give examples:**

- ☐ high level of dissatisfied students
- ☒ high level of emotional students
- ☐ potential physical abuse from students
- ☒ regular critical deadlines, e.g., course commencement and completion dates
- ☒ budget input

- high level of irregular critical deadlines
- X interruptions: frequent unscheduled student contacts
- instructions from more than one source
- other:

f) Travel Required

- a) Average number of trips annually - 4-6
- b) Average number of days per trip - 5
- c) Average distance - Whitehorse: 1200 kms; Local: 300 kms
- d) Most frequent mode of transportation - motor vehicle

I. Organizational Chart

- Complete portion above dashed line whether the position supervises or not.
- Complete portion below dashed line if this position supervises others.

IMMEDIATE SUPERVISOR’S POSITION

Title: Department Head  
Classification Level: BU11

PEER POSITIONS: (all those reporting to the same immediate supervisor)

Title: Instructors Classification Level: BU09	Title: Coordinators Classification Level: BU09
Title: Coordinator(s) Classification Level: BU06	

SUBJECT POSITION TITLE: Community Campus Adult Education Coordinator

SUBORDINATE POSITIONS:

Title: Sessional Instructor(s) Classification Level: Casual	Title: Admin Assistants/Tutors Classification Level: Casual
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PART III – SIGNATURE

I confirm that this describes the duties and I have read the foregoing position responsibilities I require of an incumbent in description and understand that it is a this position and have reviewed the general description of the duties and description with the incumbent (where responsibilities assigned to the position applicable). I occupy

\_\_\_\_\_  
Dean/Director or Designate

\_\_\_\_\_  
Incumbent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **PART IV – QUALIFICATIONS**

**To be completed by the Dean/Director or designate**

### **A. Minimum Knowledge, Skills, and Abilities Required**

- Knowledge of instructional techniques, practices and strategies in adult education;
- Knowledge of distance learning methodologies and technologies and willingness to use and stay current;
- Knowledge of course and curriculum development;
- Knowledge of adult basic education students, characteristics, needs, profiles;
- Knowledge of northern, multi-cultural issues and trends;
- Demonstrated experience working with First Nations adult learners in an education, social or cultural training and development program setting;
- Knowledge of TH structures, culture, traditions, history, demographics, and socio-economic dynamics and challenges (asset);
- Working knowledge of TH Constitution, TH Final Agreement and the TH Self-Government Agreement (with particular focus on Section 17.7, which outlines the nature of the co-governance of education in TH's Traditional Territory (asset);
- Demonstrated successful experience with community development, working effectively with community initiatives and needs;
- Teaching experience, preferably in an adult education environment;
- Effective interpersonal skills, particularly in a cross-cultural/bi-cultural context;
- Excellent communication skills, both orally and in writing;
- Ability to work collaboratively as a member of a diverse team to develop, promote, implement and evaluate programs that support the educational, social and cultural goals of Tr'ondëk Hwëch'in and Yukon University.

### **B. Licenses, Certificates Required - give title and section of any legislation, regulations, or other authority where applicable**

- Undergraduate Degree in a related discipline

### **C. Other skills and/or knowledge which may be desirable, but not necessarily essential to the performance of the position's duties.**

- Advanced credentials within the relevant instructional field
- Valid Teaching Certificate, instructor's certification or willingness to obtain the same;

**PART IV – UNIVERSITY SIGNOFF**

Comments:

I approve this position description as being representative of the work I require to be performed and that the responsibility levels identified have been delegated to this position.

\_\_\_\_\_  
Director, Human Resources Services

\_\_\_\_\_  
University President/Vice President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**FOR HUMAN RESOURCE SERVICES USE ONLY:**

Evaluation Point Results:	
Knowledge and Skills:	_____
Accountability:	_____
Mental Demands:	_____
Working Conditions:	_____
Total Points:	_____
Pay Level:	_____