

POSITION DESCRIPTION

PART I – IDENTIFYING DATA

Position No: YC

Division: The School of Academic
and Skill Development

Position Title: Instructor, ABE Mathematics, Physics & Stats
Whitehorse

Headquarters:

Date Completed: June 3, 2019

Supervisor's Title: Chair, ASD

PART II

SUMMARY (broad statement of why position exists):

Reporting to the Dean and Chair of the School of Academic and Skill Development, this position is responsible for providing instructional duties in programs/courses as designated. It also supports instructional administration and program relevance.

A. Duties and Responsibilities:

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

Instruct/develop programs and courses for ABE math and science students for purposes of academic development, further education or training, and/or professional and personal development, by:

- a. planning, organizing, and conducting both theoretical & practical lessons in subject areas of instruction, to students in local or distance classrooms, home study or through the internet;
- b. consulting and liaising with other instructors as needed to integrate program/course content or to team-teach;
- c. assigning and reviewing work of students in both independent and face-to-face formats;
- d. maintaining accurate records, student assessments, progress reports, attendance, background information on dismissals, final reports, and placement/employer requests, etc.;
- e. liaising with Admissions, Counselors, and other staff on items such as student admissions, counseling referrals, learning assistance, and student discipline/attendance problems;
- f. researching and maintaining effective curriculum through reviewing and writing instructional materials, and learning material aids, applying distance learning technologies, and assessing audio-visual resources for content and accuracy

- g. provide academic student support in the Academic Support Centre and Math Centre

Approximate percentage of job time major function is performed: 80%

2. Other principal activities, in order of importance (describing for each what, why, and how, and approximate percentage of job time require, rounded off to the nearest 5%, e.g. 20%) :

Supports instructional administration and program relevance by:

- a. Requisitioning instructional teaching materials supplies, equipment, and repairs against budget allocations; and maintaining an inventory of program supplies and equipment;
- b. Reporting status and progress of programs and courses and making recommendations on new and existing program proposals, implementation, and delivery to the Dean on a regular basis;
- c. Maintaining currency in subject area and in adult education and ensuring program/course relevance by participating in relevant professional activities and liaising with other instructors/institutions;
- d. Serving as a member on committee(s) as assigned;
- e. Advising prospective and registered students regarding their academic programs;
- f. Performing other related duties.

Approximate percentage of job time major function is performed: 20%

3. Examples of additional divisional duties which may be performed:

Advisory role for Program Advisory Committees; contacts with employers; Student Faculty Advisor; writing reports; participating in program evaluation, liaising with brokering institutions/agencies as required.

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

Approximately 10 months.

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 in order to perform the position's functions:

Portions of:

Yukon University Act, Yukon University Policy & Procedures Manual; Academic Regulations and Procedures; Yukon Human Rights Act; Canada Copyright Act; relevant occupational certification standards and requirements.

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

Yes – interpretation of all of the above and enforcement of all the above.

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

To Supervisor – regarding budget input, purchase of instructional materials, capital expenditures, training and development needs, facility modifications, program changes, transfer, placement, and dismissal of students, and policies, and procedures.

To Colleagues – regarding program/course content, learning activities, instructional strategies, and student progress.

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

Designated supervisor

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

Student assessment; preparation and use of instructional materials; selection of appropriate teaching methods.

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 University Mission and Ends Statement; from approved policies and procedures

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 meetings with supervisor; self, peer, student, and 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 co-operation with the other program areas; policy matters, student dismissal.

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): \$ N/A
Revenues: \$
Recoveries: \$

Who prepares this budget? Dean

What is the position's accountability for budget once allotted? N/A

b) Does position have authority/ability to reallocate resources? No

c) Signing authority levels: None

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

Recommendations regarding program related capital and O&M acquisitions.

E. Management Supervision of Human Resources

- X 1. No direct supervisory duties
 2. Supervisory duties
- a) Number of positions supervised directly: Permanent
Aux/Casual
- b) 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)

F. Key Personal Contacts

| <u>Who (what positions or groups)</u> | <u>Purpose</u> | <u>Frequency</u> |
|---------------------------------------|---------------------------|------------------|
| 1. Dean (Supervisor) | Direction | Monthly |
| 2. Chair | Direction/Consultation | Daily |
| 2. Students | Instruction & Supervision | Daily |
| 3. Instructors (other) | Advice | Daily |
| 4. Case Manager | Information/referral | Monthly |
| 5. Community Campus Staff | Information/liaison | Never |
| 6. Administrative Officer | Information/consultation | Never |
| 7. Administrative Assistant | Information/consultation | Daily |
| 8. Professional Colleagues | Information | Weekly |

G. Tools, Equipment, or Machinery Used

| <u>Name</u> | <u>Purpose</u> | <u>Frequency</u> |
|--------------------------------|---------------------------|------------------|
| Audio-visual equipment | Instruction | 5% |
| Computers | Curric prep/communication | 50% |
| Program-related equipment | Instruction | 10% |
| Distance Learning Technologies | Instruction | 5% |

H. Working Conditions

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

N/A

a) Describe weights lifted:

| <u>Type</u> | <u>How Heavy</u> | <u>Percentage</u> |
|--|------------------|-------------------|
| Program related equipment or materials | up to 10kg | 1% |

(This requirement may be deleted for most instructional positions in the event of a proven handicap or physical disability.)

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

| <u>Type</u> | <u>% of time?</u> |
|-------------|-------------------|
| Standing | 50% |
| Sitting | 30% |
| Lifting | 1% |
| Driving | 0-5% |

c) Describe any physical hazards present:

| <u>Type</u> | <u>% of time?</u> |
|------------------------------|-------------------|
| Hazardous driving conditions | 0 – 5% |

d) Describe special physical conditions leading to discomfort:

| <u>Type</u> | <u>% or time?</u> |
|---|-------------------|
| Travel-occasional requirement to stay in less than ideal facilities | 0 – 5% |

e) Interpersonal Conditions: Check any of the following conditions which are normal and expected in the job and give examples: (high = 50% or more)

| | |
|-------------------------------------|--|
| <input type="checkbox"/> | high level of dissatisfied students |
| <input type="checkbox"/> | high level of emotional students |
| <input type="checkbox"/> | potential physical abuse from patients – nursing |
| <input checked="" type="checkbox"/> | regular critical deadlines |
| <input type="checkbox"/> | high level of irregular critical deadlines |
| <input checked="" type="checkbox"/> | constant interruptions |
| <input type="checkbox"/> | instructions from more than one source |
| <input type="checkbox"/> | students or staff under work-related stress |
| <input type="checkbox"/> | other: |

Examples: Course commencement and completion dates; frequent unscheduled student contacts

f) Travel Required

- | | | |
|-----|--------------------------------------|------------------|
| (a) | Average number of trips annually | * |
| (b) | Average number of days per trip | * |
| (c) | Average distance | * |
| (d) | Most frequent mode of transportation | - motor vehicles |

I. Organization Chart

SUPERVISOR'S POSITION

Title: Dean

Classification Level: ME4

PEER POSITIONS:

Title: Chair(s)

Classification Level: BU11

Subject Position: Instructor, ESL

SUBORDINATE POSITIONS: N/A

PART III – SIGNATURES

I confirm that this describes the duties and responsibilities I require of an incumbent in this position and have reviewed the description with the incumbent (where applicable).

I have read the foregoing position description and understand that it is a general description of the duties and responsibilities assigned to the position I occupy.

Dean/Director or Designate

Incumbent

Date:

Date:

PART IV – QUALIFICATIONS

(to be completed by the Dean/Director or designate)

A. Minimum Knowledge and Skills required

- Comprehensive current knowledge in content area of instruction;
- Knowledge of Adult Basic Education students;
- Knowledge of instructional techniques, practices, and strategies in an adult education environment;
- Knowledge of cross-cultural issues and northern concerns;
- Knowledge of basic computer applications;
- Knowledge of distance learning methodologies and technologies and willingness to use and stay current;
- Ability to plan, organize, develop and/or conduct courses, workshops or lessons;
- Ability to write/adapt curriculum;
- Ability to instruct adults and modify instruction to meet the needs of adults with physical, cognitive or learning disabilities;
- Ability to communicate effectively both orally and in writing;
- Ability to advise students on academic/personal issues;
- Ability to work effectively in a team environment, and to establish and maintain effective working relationships with other staff and students;
- Ability to work collaboratively with other service areas/departments (Admissions, Student Services, International, the Testing Centre, the Learning Assistance Centre).

Knowledge/skills normally acquired through:

- Teaching experience, preferably in an adult education environment

B. Licenses, Certificates Required:

Give title and section of any legislation, regulations, or other authority where applicable

- Master's preferred in related area (Education, Mathematics, Science);
- Bachelors required in relevant area (ex. Mathematics, Science) with related experience in adult instruction may be accepted.

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

- Experience in a multi-cultural educational environment

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

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: _____