

POSITION DESCRIPTION

PART I – IDENTIFYING DATA

Position No:
Position Title: Instructor, YFNA
Supervisor's Title: Chair, ASD
Date Completed: April 15, 2024

Division: Applied Arts
Headquarters: Whitehorse (Ayamdigut)
Date Revised:

PART II

SUMMARY (broad statement of why the position exists):

Reporting to the Chair of Academic and Skill Development, this position is responsible for developing and instructing courses in the Yukon First Nations Arts Certificate and coordinating program delivery. These duties may include scheduling and coordinating additional instructors and resources. They will also include consulting with community campuses and First Nations and working with the Chair of ASD.

A. Duties and Responsibilities:

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

Instruct/develop the program and courses by:

- a. Planning, organizing, and conducting academic, theoretical & practical (i.e. studio demonstrations) lessons through classroom and learning technologies in relevant subject areas of instruction.
- b. Consult and liaise with administration, other instructors, and specific resource personnel to integrate program/course content or team-teach.
- c. Acting as a faculty advisor to students registered in the YFNA program.
- d. Assigning and reviewing students' work
- e. Maintaining accurate records, student assessments, progress reports, attendance, background information on dismissals, final reports, and placement/employer requests, etc.
- f. Liaising with the Chair, Community Education and Development, Teaching and Learning Centre, Information Technology, and the Learning Assistance Centre regarding student needs.
- g. Researching, developing, and maintaining effective curriculum through reviewing current research and texts in the field; writing instructional materials and learning material aids; and assessing print, online, and audio-visual resources for relevance and accuracy in a northern, cross-cultural, Indigenous art context.

- h. Maintaining currency in the subject area and adult education, including ensuring program/course relevance by participating in relevant professional activities and consulting with other instructors/institutions

Approximate percentage of job time primary function is performed: 50%

- 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%, e.g. 20%):**

Supports instructional administration and program relevance by 30%

- a. Assembling and chairing the Program Advisory Committee
- b. Liaising with the Chair of Academic and Skill Development and administrative officer on requisitioning instructional teaching materials, supplies, equipment, and repairs against budget allocations and maintaining an inventory of program supplies and equipment.
- c. Coordinating additional instructors and resources, including setting up schedules, organizing travel, and making arrangements with additional campuses regarding community delivery.
- d. Reporting status and progress of programs and courses and recommending new and existing program proposals, implementation, and delivery to the supervisor.
- e. Performing other related duties.

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

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

Participation in school- and faculty-level meetings; institutional service; advisory role for Program Advisory Committee; contacts with employers; writing reports; participating in program evaluation.

- 4. 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 ten 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 to perform the position's functions:**

Portions of:

- Yukon University Strategic Plan
- University Act
- Yukon University Reconciliation Framework

- Yukon University Act
- Yukon University Policy & Procedures Manual
- Yukon Human Rights Act
- Canada Copyright Act
- Yukon University Academic Regulations and Procedures
- Yukon Human Rights Policy and Yukon University Safety Handbook

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

Yes – interpretation of all of 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; policies and procedures; and articulation agreements.

To Colleagues – regarding program/course content, schedules of community offerings, learning resources and activities, instructional and evaluation strategies, and student progress and counselling.

b) Who usually makes the final decisions concerning those recommendations?

Chair, Academic and Skill Development

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, course scheduling

b) What is the direct impact of those decisions?

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

C. Freedom to Act

1. Describe how this position receives direction:

From the Chair, ASD via group meetings and individual discussions; Yukon University Strategic Plan; Program Advisory Council; Yukon University 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 usually checked or evaluated?

Through meetings with supervisor; self, peer, student, and supervisory evaluations; feedback from clients, employers or departmental managers.

4. What types of decisions are usually 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, abnormal student behaviour and problems, student dismissal, peer conflicts or grievances.

D. Financial Accountability

1. Program Dimensions:

a) Annual Budget (for the 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? Supervisor/in consultation with incumbent
What is the position's accountability for budget once allotted? N/A

b) Does the position have the 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, 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

b) Nature of supervision: (check any of the following supervisory tasks that are performed regularly);

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 the 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 the 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. Program Director/Chair (Supervisor)	Direction	Daily
2. Students	Instruction & Supervision	Daily
3. Instructors (other)	Advice & Supervision	Daily
4. Student Counsellor	Information/referral	Monthly
5. Community Campus Staff	Information/liaison	Weekly
6. Administrative Officer	Information/consultation	Daily
7. Employers-business/industry reps	Information	Monthly
8. Professional Colleagues	Information	Monthly
9. Advisory/Community groups	Information/liaison	Monthly

G. Tools, Equipment, or Machinery Used

<u>Name</u>	<u>Purpose</u>	<u>Frequency</u>
Audio-visual equipment	Instruction	5%
Computers	Curriculum 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.

a) **Describe weights lifted:**

<u>Type</u>	<u>How Heavy</u>	<u>Percentage</u>
Program-related equipment or Materials	up to 25kg	1%

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>
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Winter driving conditions 0 – 2%

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 – 2%

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

_____	High level of dissatisfied students
_____	High level of emotional students
_____	Potential physical abuse from patients – nursing
<u> X </u>	Regular critical deadlines
_____	High level of irregular critical deadlines
<u> X </u>	Constant interruptions
_____	Instructions from more than one source
_____	Students or staff under work-related stress
_____	Other:

Examples: Course commencement and completion dates, budget input, frequent unscheduled student contacts

f) Travel Required

- | | | |
|-----|--------------------------------------|--------------------------|
| (a) | Average number of trips annually | - approximately 6* |
| (b) | Average number of days per trip | - approximately 10* |
| (c) | Average distance | - approximately 1000 km* |
| (d) | Most frequent mode of transportation | - motor vehicles |

* Estimated average only—travel to/from Yukon communities to deliver programs/courses; undertake training as required

I. Organization Chart

SUPERVISOR'S POSITION

Title: Chair

Classification Level: BU10

PEER POSITIONS:

Title: Administrative Officer

Classification Level: BU06

Title: Instructors

Classification Level: BU09

Subject Position: Instructor, Visual Arts

PART III – SIGNATURE

1. Supervisor:

I have reviewed description (with the Incumbent, where applicable) the duties and responsibilities assigned to this position.

2. Incumbent (where applicable): I

have read the foregoing position description and understand that it is a general description of the duties assigned to the position occupied by me.

Immediate Supervisor

Incumbent's Signature

Date: _____

Date: _____

Division Head/Dean

Date: _____

PART IV – QUALIFICATIONS

(to be completed by Departmental Administrator in conjunction with this position's supervisor)

A. Minimum Knowledge and Skills required

- Thorough knowledge of instructional technique and strategies.
- Thorough knowledge of content area of instruction
- Excellent interpersonal skills.
- Ability to communicate effectively both orally and in writing.
- Ability to develop and adapt curriculum
- Ability to provide academic advice
- Knowledge of cultural diversity theory and practice in the delivery of visual art education
- Experience in a multi-cultural educational environment
- Knowledge of Yukon and northern First Nation culture and history and northern Canadian history

Knowledge/skills normally acquired through:

- Experience teaching First Nations arts courses

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- First hand experience of First Nations art
- Engagement/participation in professional associations and organizations
- Independent studio practice and exhibition history

B. Licenses, Certificates Required:

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

Master's degree in Fine Arts (Studio) or equivalencies

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

PART IV – UNIVERSITY SIGNOFF

Comments:

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

Director, Human Resources

University President

Date: _____

Date: _____

FOR HUMAN RESOURCE SERVICES USE ONLY:

Evaluation Point Results:	
Knowledge and Skills:	_____
Accountability:	_____
Mental Demands:	_____
Working Conditions:	_____
Total Points:	<u>298</u>
Pay Level:	<u>L # 9</u>