

St. Lawrence College Position Description Form (PDF)

Date: December 15, 2010

Reviewed: May 2019

Updated: November 18th, 2022

Campus: Kingston
Incumbent's Name: Vacant
Position Title: Indigenous Student Advisor
Payband: H
Position Number: 00000288
NOC Code: 1221
Hours per Week: 35 hours

Supervisor's Name and Title: Ross McMillan, Director, Student Success & Services

Completed by: Ross McMillan, Director, Student Success & Services

Signatures:

Incumbent: _____
(Indicates the incumbent has read and understood the PDF)

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

Date: _____

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Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled “A Guide on How to Write Support Staff Position Description Forms” or contact your Human Resources representative for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

The Indigenous Student Advisor plays a pivotal role in supporting Indigenous students as they make the transition to college life by engaging them in a program designed to address their learning and social needs. Through a student-centered approach these students will be provided with the opportunity to develop discipline and focus related to their program of study. They will be offered support by providing opportunities for them to develop strong academic skills such as time management, effective study habits, exam writing strategies, finance management and self-reflections skills. As they become more familiar with the college learning environment the incumbent must work to consistently reach out to these learners in order to facilitate their engagement and academic success. By welcoming Indigenous students to the Wassaabiidaasamose Indigenous Centre and by being available on a daily basis to guide their progress, the Indigenous Advisor will create and maintain a positive learning environment. On-going social events will be arranged to facilitate their social integration and their engagement with peers and the college community.

The incumbent reports to the Director, Student Success & Services and works closely with the Student Services support team as well as faculty, program coordinators and Student Success Facilitators within St. Lawrence College.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of the Time Annually*
<p>Indigenous Student Success Programming</p> <p>Liaises with Indigenous students encouraging involvement and supporting their learning, with a focus on outreach, transition, and academic support programs.</p> <ul style="list-style-type: none"> • Participates in the research, planning and implementation of programming to support the academic success of students. • Participates in the college wide orientation plan and develops outreach activities to reach Indigenous learners including Indigenous Student Mentorship. • Provides Indigenous students with referrals within the college and community. • Answers questions, advising and guiding Indigenous students as required. • Tracks the success of Indigenous students by coordinating data collection and reporting on results. • Provides information to students on Indigenous specific Scholarships and Bursaries. • Develops workshops to support the success of Indigenous students. Works with Student Success Facilitators, First Generation Advisors, and others to promote existing skill development workshops and build on more culturally sensitive topics including Indigenous rights, identity, and life skills. • Monitors Waassaabiidaasamose Indigenous Centre’s lounge to ensure that the resources are meeting student needs (community news, learning strategies, computer access, cultural items). • Encourages student involvement in events as volunteers as well as motivates them to implement their own ideas for engagement activities. • Brings to the attention of the supervisor any issues impacting on Indigenous student success. • Develops and posts relevant content on social media accounts. 	40%
<p>Student Life/Cultural Resource Work</p> <p>Plans and delivers cultural programming. Participates and acts as a resource within the college community to support needs aligned with supporting student success and informs and educates the college community of aspects important in the understanding of Indigenous culture and knowledge.</p> <ul style="list-style-type: none"> • Plans, promotes, implements, and assesses a variety of cultural programs, including but not limited to the facilitation of Indigenous teachings and talking circles. • Develops and/or enhances resources which directly benefits both students and staff, including: 	30%

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<ul style="list-style-type: none"> a) cultural protocols for identification of elders and cultural persons. b) credible and authentic cultural practices. c) cultural space. d) student development initiatives and support. e) professional development initiatives and support. f) assessment tools that measure student success. • Monitors and advises college on content of library holdings that include resource literature, statistics, and demographics on Indigenous populations. • Attends Indigenous specific meetings and participates as an effective member of the Indigenous Education Council. • Generally promotes Indigenous culture and history positively throughout the College community. • Plans and facilitates social events to foster cross-cultural understanding. • Maintains a positive learning environment in the designated centre. 	
<p>Indigenous Community Liaison Support In partnership with the College’s Recruitment department and in particular, the Indigenous Recruitment Officer, supports Indigenous Student recruitment.</p> <ul style="list-style-type: none"> • Communicates with Indigenous communities and other organizations to determine recruitment opportunities. • Works directly with the Education Managers in the local communities to identify needs for students in high school who are considering post-secondary options. • Liaises with high school students and guidance counsellors and facilitates needs assessment work in the local communities. • Liaises with Indigenous communities and identified recruitment opportunities, practicing appropriate cultural protocols for identification of elders and cultural persons, and establishing credible and authentic cultural practices. • Establishes and maintains a recruitment/promotional display (photos, college literature, etc.). • Recommends Indigenous venues for advertising St. Lawrence College – periodicals, newspapers, Indigenous Community events. Generally, promotes Indigenous culture and history positively throughout College community. 	10%
<p>Administrative Duties</p> <ul style="list-style-type: none"> • Documents caseload interventions and planning within a comprehensive digital platform to ensure accuracy of utilization and outcome data to support student success planning. • Reports activities, caseload and interventions to ministry and other funding sources. • Reviews and accesses PeopleSoft database for information in support of student success planning. • Participates on College committees as requested by the Director. • Consults with Director on complex student cases and supports intervention plan. 	15%
<p>Performs other related duties as assigned</p>	5%
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

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½ day a week is 10
1 week a year is 2%

½ day a month is 2%

1 day a month is 4%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

- | | | |
|--|--|--|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1 year certificate or equivalent | <input type="checkbox"/> 2 year diploma or equivalent |
| <input type="checkbox"/> Trade certification or equivalent | <input checked="" type="checkbox"/> 3 year diploma/degree or equivalent | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> 4 year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g. Masters) or equivalent |
| <input type="checkbox"/> Doctoral degree or equivalent | | |

Field(s) of Study:

Human Studies/Services (e.g., Behavioural Science or Social Services)

B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No Additional requirements
- Additional requirements obtained by course(s) of a total of 100 hours or less
- Additional requirement obtained by course(s) of a total between 101 and 520 hours
- Additional courses obtained by course(s) of more than 520 hours

	ASIST Suicide Prevention and Mental Health First Aid training.
	Second language in Anishinaabemowin or Kanyen'kéha.

2. Experience

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

<input type="checkbox"/> Less than one (1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	
<input checked="" type="checkbox"/> Minimum of three (3) years	<p>Experience with working with Indigenous education authorities, First Nations, Metis, Inuit, and various urban Indigenous communities.</p> <p>Experience in working with education systems and processes that enable student support for marginalized learners with particular emphasis on Indigenous students.</p> <p>Experience dealing with Indigenous education issues, Native organizations, students at risk, school boards and community organizations.</p> <p>Experience working and communicating across cultures and articulating an Indigenous worldview.</p> <p>Experience with the design/delivery of programs and resources for Indigenous people.</p>
<input type="checkbox"/> Minimum of five (5) years	
<input type="checkbox"/> Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring

Key issue or problem encountered.	Dealing with students who are experiencing housing, funding/financial problems, childcare issues, etc., that are threatening the students' ability to continue at College.
How is it identified?	Students typically approach the incumbent or are referred by a faculty member or Financial Aid staff. Also outreach, done on a regular basis, may lead to identification.
Is further investigation required to define the situation and/or problem? If so, describe.	Advisor will assess financial situation and family issues. Evaluation of the family situation is discussed. Sponsoring agencies will be contacted to discuss the student's income and other financial resources such as OSAP will be contacted if applicable. Ongoing review of best practices models and obtaining feedback from students. College and broader community supports are identified based on students' needs.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent matches available resources to the student's situation to ensure that available financial, housing, and childcare support options are being maximized. Student is encouraged to budget and apply for available funding assistance and other social agencies (childcare subsidy). Incumbent provides strategies for dealing with situations based on prior experience, information from support agencies, other colleges, etc. On-going exploration of resources available for students occurs and resource alternatives collected for dissemination to students.
What sources are available to assist the incumbent in finding solution(s)? (E.g., past practice, established standards or guidelines.)	Band administration; Financial Aid Officer; Social Assistance; Student Loans, etc. Financial management is recommended, bursaries and awards.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered.	Students identify to the incumbent personality and ideological conflicts among peers in which they are seeking support or resolution.
How is it identified?	Feedback and reports from students.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The incumbent meets with the student and provides advice if appropriate. Undertakes a review of culturally appropriate approaches and recommends a course of action for resolution.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent investigates the details of the situation and students are addressed directly in

What sources are available to assist the incumbent in finding solution(s)? (E.g., past practice, established standards or guidelines.)

order to resolve any issues in a respectful and culturally appropriate manner.

Past practices. Referral to guidance counselor or appropriate community resource as required.

Key issue or problem encountered.

#3 regular & recurring

Assisting students who experience culture shock, high stress levels during the first semester due to educational demands and/or prior emotional issues that are causing a negative impact on the students' academic success, retention, and adaptation processes.

How is it identified?

Students approach the Advisor. The Advisor may also receive reports from faculty/counselors regarding high levels of absenteeism, psychological, emotional, or physical symptoms that become apparent.

Is further investigation required to define the situation and/or problem? If so, describe.

Yes. The Advisor will conduct an interview and assess the extent of the problem(s). Obtains information from the student about their expectations vs. experiences to date. Academic counselors, Student Success Facilitators and faculty members may also be contacted as appropriate.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Incumbent will provide students with information specific to their situation as well as intervention strategies. Students may be affected in different ways and in differing levels of severity and may need to be referred to a health care professional or other services within the College or the community. The desired outcome would be to normalize the situation for the student, identify effective coping and adapting strategies and retain the student at College. Appropriate follow-up will be suggested to provide additional support and coaching.

What sources are available to assist the incumbent in finding solution(s)? (E.g., past practice, established standards or guidelines.)

Information from a variety of sources on dealing with stress, anxiety, culture shock, etc. Medical, community and College resources that provide guidance, support, and assistance. Regular support from the Indigenous Advisor.

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered.

Student suffers bereavement or other family crisis during the academic year and may need to return home for two or more weeks.

How is it identified?

Student will typically approach the incumbent.

Is further investigation required to define the situation and/or problem? If so, describe.

Incumbent ascertains the nature of the situation, including how far the student needs to travel, length of absence, etc. Appropriate faculty and coordinators will need to be notified.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

The incumbent will endeavour to discuss the situation with the student before departure, develop and sponsor a possible action plan to enable the student to complete the semester requirements. The incumbent will work with faculty, Student Success Facilitators, and the student to plan the most effective means of catching up, such as individual assistance, peer tutoring, study group, etc.

What sources are available to assist the incumbent in finding solution(s)? (E.g., past practice, established standards or guidelines.)

Associate Dean, faculty, counselors, program coordinator, Student Success Facilitators, past practice, and experiences.

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	The incumbent must plan and provide Orientation and create a student activity calendar for specific events and services throughout the academic year. Creation of orientation and re-orientation workshops which continue to support these students and engage them throughout the year. Assist in the interpretation of the College and it's surrounding environment, focusing on the needs of the Indigenous students. Providing workshops, special events, regular communication, and other key strategies to build student engagement in the College community, improve learning situations and foster retention.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	A high level of energy is required and a commitment to reaching students. Specialized knowledge is required, and a solid understanding of the diverse issues associated with Indigenous learners. Must be highly skilled at organizing events that address specific needs in a non-threatening and empathetic manner. Time management, effective communication and excellent interpersonal skills are required to nurture relationships and build trust.
List the types of resources required to complete this task, project, or activity.	Computer hardware/software; Email communications; Marketing; College facilities/venues appropriate for the event(s). Assistance from the staff in Facilities Management Services and Conference Services; Faculty & Counsellors; Program Coordinators; Student Success Facilitators; Associate Deans.
How is/are deadline(s) determined?	Incumbent manages own time to maximize the opportunities for student orientation and engagement activities in accordance with the Academic Calendar. Incumbent will discuss weekly priorities with the Director, Student Success & Services and observe deadlines as appropriate.
Who determines if changes to the project or activity are required? Who determines	The incumbent is responsible for making changes within a range of activities and project

whether these changes have an impact on others? Please provide concrete examples.

deadlines, as identified through meetings with the Director, Student Success & Services. Incumbent will provide regular updates and progress reports to the Director, Student Success & Services and seek direction on substantive changes to a project or activity. The incumbent will consult with affected colleagues as appropriate.

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

#2 regular and recurring

Incumbent must organize regular meetings with students and provide support/management of Advisory Committee.

Knowledge of internal/external resources available to students.
Data collection and case management skills;
Time management;
Scheduling and resource management;
Developing agendas and minutes.

Personal support to students;
Related information/materials and supplies;
Time and budget allocation;
Software and internal technical support;
Meeting venue, supplies, appropriate timelines, and associated costs.

Past experience. Schedule determined by the incumbent in consultation with advisory committee members

Incumbent in consultation with members of advisory committee if changes are required.

#3 regular and recurring

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project, or activity.

How is/are deadline(s) determined?

The incumbent is responsible for maintaining consistent operating hours of centre with volunteer and bursary student support.

Ongoing review of schedule and upcoming activities and communication with students/volunteers regarding scheduling commitments. Review of timelines, work plans and personal needs of students as they relate to the needs of the centre.

Internal resources such as Peer Advisory Committee students and community volunteers.

Timelines established by the incumbent in conjunction with the College calendar.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

The incumbent in consultation with the Director determines if changes to hours are required such as an increase or decrease in centre's hours of operation per week.

4. Planning/Coordinating

#1 occasional

List the project and the role of the incumbent in this activity.

Planning special cultural or traditional annual events for Indigenous students.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Familiarity with funding, provincial sponsorships. Sound understanding/knowledge of Indigenous culture and significant traditional events. Collaboration with Indigenous groups, organizations, and Dignitaries in the region. Marketing/communications, financial and materials management skills are required along with volunteer and community coordination skills.

List the types of resources required to complete this task, project, or activity.

Cultural resources and traditional materials and teachings.

How is/are deadline(s) determined?

Dates are determined by annual seasonal events calendar.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Ongoing consultation with Director, Student Success & Services regarding financial consideration and internal impacts and annual meetings with community resources regarding culturally significant issues and impacts.

5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g., other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally “supervise “others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise others. The incumbent may be required to explain procedures to other employees or students	
<input type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	<p>The incumbent intervenes with students struggling with academic performance, provides advice regarding success initiatives, helps students develop an action plan and monitor’s progress.</p> <p>The incumbent intervenes with Indigenous students struggling with academic performance, College life, culture shock, financial problems, housing/ childcare issues, etc. Provides direction, advice, and guidance regarding success initiatives, including the development of an action plan. Responsible for following up and monitoring progress. Provides direction to</p>

students on self-management of personal and educational needs. Clarifies procedures and provides direction/advice to applicants regarding admission requirements, program transfers, etc. Ensures required forms, applications and other associated paperwork are completed appropriately.



The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
Incumbent performs day-to-day activities independently. Incumbent is provided with parameters regarding financial and resource allocation, and description of specific student related activities and has the autonomy to work within the assigned parameters. Incumbent has independence to identify cultural considerations.	

What rules, procedures, past practices, or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Cultural imperatives, best practices and community relationships are available to guide the incumbent. College policies procedures; student handbook; departmental policies; academic calendar.	St. Lawrence College Student Code of Conduct

How is work reviewed or verified (e.g., Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Regular meetings with Director, Student Success & Services. Feedback from Dean's, Associate Deans, Faculty members, Program Coordinators, Counsellors, Student Success Facilitators, students.	

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent will make decisions as appropriate in consultation with Advisory	Occasionally, community groups will be consulted on programs, services and events.

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Committees of any Indigenous community organization to which he/she may belong. Dean's Associate Deans, Registrar, Financial Aid staff, Program Coordinators, Faculty members, Student Success Facilitators.	
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Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Decisions related to finances and all activities that interface with the College are determined in consultation with the Director, Student Success & Services. Student issues which could impact individuals or set a precedent. Exceptions to standard practices.	Potential partnership projects with community groups are brought forward for consideration.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Specific allocation of financial resources, programming of events, special offerings and services, direction to students.	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a position delivers service to customers. It is not intended to examine the incumbent’s interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A “customer” is defined in the broadest sense as a person or group of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Verbal and written requests and inquiries.	Inquiries are answered electronically, in person, and by keeping up-to-date resources available.	Student	D
Requests for resources are received in person, by phone and email.	Ongoing research and collection of cultural community and academic supports, materials, and services.	Students/Faculty/Community	D
Requests for information, site visits and special talks received in person, by phone and email.	Tours, workshops etc. are prepared and executed. In some instances, specially tailored programs are created to accommodate learning needs of students/community members.	Faculty/Community	W
Request for progress reports and updates.	Maintains records of activities. Provides written and verbal updates regarding trends, issues, specific situations, statistics, services, upcoming events, and priorities.	Director, Student Success & Services	M
Students meet with the incumbent in-person, phone, or email to request assistance with a variety of academic and personal problems.	Incumbent hears the issue, gathers facts and information, analyzes the situation, and helps student determine the best solution. Incumbent may need to involve faculty, counselors, Student	Indigenous students.	D

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	Success Facilitators, or other support services. Helps student prepare an action plan and provides follow-up and reinforcement as appropriate.		

* D = Daily W = Weekly M = monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g., exchanging information, formal presentations) and written (e.g., initiate memos, reports, proposals) in the section (s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy, and providing advice	Providing general information, answering questions and requests for information.	Indigenous students Faculty College Employees Community agencies Parents General public	D
Explanation and interpretation of information or ideas.	Preparing written reports for the Ministry, including lists of activities, testimonials, etc. Written and oral reports for Advisory Committee(s). Taking and preparing minutes, meeting agendas, etc. Giving presentations at meetings.	MTCU Various Advisory Committees.	M
Imparting technical information and advice	Advises students on community services specific to their situation as well as intervention strategies. Assists with completing required paperwork, forms, and funding applications. Provides advice on budgeting, housing, and childcare issues. Advises on strategies for transitioning into College life.	Indigenous Students	D
Instructing & Training	Delivering lectures, information sessions and workshops related to Indigenous studies.	Indigenous Students	M
Obtaining Cooperation or Consent	Advocating with government agencies, educational authorities, and others on behalf of students to obtain sponsorship, funding, additional assistance, housing, childcare, etc. Advocating on behalf of students and working with faculty to gain commitment for academic success action plans, retention strategies (catch-up plan, peer tutoring, study group, etc.).		W
Negotiating			

* D = Daily W = Weekly M = monthly I = Infrequently

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position, or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting	D			X	X		
Standing	D	X			X		
Walking	D	X			X		
Keyboarding	D		X		X		
Travel	M	X					

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If lifting is required, please indicate the weights below and provide examples.

Light (up to 5 kg or 11 lbs.)

Medium (between 5 to 20 kg and 11 to 44 lbs.)

Heavy (over 20 kg. or 44 lbs.)

Occasional lifting of supplies, materials, equipment for workshops, information sessions and special events.

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g., up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g., multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Meeting one-on-one with students. Listening carefully with attention to details. Responding with empathy in time of stress, anxiety, or crisis.	D	X		

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
 Usually, these types of situations require undivided attention. Yet, the office is located in the middle of a busy centre and requires the incumbent to block out noise from the conversations happening nearby
 No

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Research and preparation for workshops and presentations.	W			X

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
 Usually
 No Frequent interruptions due to centre services which take priority.

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Research and administrative needs for funding applications and reports.	M		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
 Usually, Incumbent often chooses to work offsite or non-centre hours to complete tasks.
 No

* D = Daily W = Weekly M = monthly I = Infrequently

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	In general, the working environment of the office and resource centre is acceptable.	D
<input type="checkbox"/> accessing crawl paces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	The incumbent is responsible for maintaining a positive learning environment within the centre and when needed, is required to deal with boisterous students so that they either change their behaviour or leave the centre. Student upset over academic or personal issue. Student conflict or complaint with faculty or another student.	I
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g., freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty, or noisy environment		
<input checked="" type="checkbox"/> travel	Ability to travel to attend recruitment fairs, high schools, community resource centres for presentations and meetings.	M
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

* D = Daily W = Weekly M = monthly I = Infrequently