

YUKON UNIVERSITY
POSITION DESCRIPTION

PART I - IDENTIFYING DATA

Position Number: YC1349	Headquarters:	Ayamdigut Campus
Position Title: First Nations Student Navigator	Supervisor's Name:	Erin McMichael
Supervisor's Title: Registrar & Associate Vice President, Student Life		
Incumbent:	Date Description Completed:	June 23, 2008
Division: Student Success Division	Date Description Updated:	July 24, 2024

PART II - SUMMARY (broad statement of why position exists)

Yukon University is honoured to support students from each of the fourteen Yukon First Nations. We also serve Indigenous students from across the Northwest Territories, Nunavut, northern British Columbia and other Canadian provinces. In doing so, we endeavour to “provide comprehensive and culturally appropriate support and services for Indigenous students across all points of contact”, per Yukon University’s Reconciliation Framework. Reporting to the Registrar & AVP, Student Life and, as a member of the Student Success Division, the First Nation Student Navigator is a dedicated resource and source of mentorship for Indigenous Yukon University students. The First Nations Student Navigator supports all aspects of an Indigenous student’s university journey and is available to support students while navigating various services including: application, registration, program advising, funding, accessing the Campus Elders program, Accessibility, Study Skills, on-campus referrals and more. Alongside all members of the Yukon University community - including professional peers across the Student Success division - the Navigator role upholds and advances the university’s legislated commitment to Reconciliation. The Navigator collaborates with staff and faculty to identify, mitigate and remove systemic barriers affecting Indigenous’ students’ access to resources and, is part of a larger team that works to instil a sense of belonging in all Yukon University students, across programs of study. Finally, the First Nation Student Navigator serves as a subject matter expert whose role supports equitable retention and completion rates across all programs of study.

A. Provide support to the Registrar & AVP, Student Life by:

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

This position provides comprehensive support and student services to Yukon First Nations and Indigenous students by:

- Providing holistic mentorship and advising in collaboration with peers across the university including the Office of the Registrar, Student Success Division, and First Nations Initiatives (Campus Elders program)
- Collaborating with program advisors, Recruitment, Admissions, Accessibility, Academic Advisors, Funding Advisor, Registration & Records, Transfer Credit and other student service professionals to provide comprehensive and accurate information via one-on-one and team advising appointments with students.
- Providing navigational mentorship, including but not limited to: guidance with internal student procedures and processes, information sharing (rights and responsibilities), facilitated referrals, accompaniment in meetings with instructors/chairs/deans, liaising on the students’ behalf with the Education and Training Officers (ETO’s) within First Nation Government offices.
- Routinely maintaining and updating each students’ advising record ensuring students receive summaries of discussions, next steps and referrals after each appointment

- Supporting course instructors to nurture and maintain equitable, inclusive and culturally appropriate environments in-class by: visiting classes to bring awareness to supports available on campus, providing culturally appropriate and informed in-class support around course content pertaining to residential schools, intergenerational trauma, colonization and other matters
- Identifying on and off-campus opportunities for students to enhance their own support networks
- Responding to student disclosures and providing facilitated internal and external referrals around matters including but not limited to: program-related stress, financial concerns, anxiety, suicidal ideation, substance use, family violence, residential school survival, and intergenerational trauma
- Proactively supporting students referred by academic chairs, instructors of staff as part of an Early Alert response in relation to academic progress or non-academic matters
- Conducting regular check-ins with service users in support of their academic progress, wellbeing and sense of belonging
- Nurturing and maintaining university's relationship with Yukon First Nation Education Department's ETO's, proactively coordinating in relation to relevant process and policy changes
- Nurturing and maintaining an environment that promotes belonging, confidence, self-respect, and pride among all Indigenous Yukon University students
- Supporting Orientation activities in collaboration with the Student Engagement Coordinator and the Campus Elder's Program (First Nations Initiatives).
- Participating in the President's Advisory Committee on First Nations Initiatives, as invited
- Working with Community Campus staff and other community stakeholders to support and co-curricular program planning, development, and implementation.
- Acting as a point of contact for community Campus Coordinators and liaisons requiring triage and direction on support services within the Student Success Division.

Approximate percentage of job time above functions are performed: 70%

2. Other Principal Activities, in order of importance (describing for each what, why, and how, and approximate percentage of job time required):

a) Participates as a member of the Student Success Division by:

- Sitting as a Member on weekly Circle of Care case management meetings
- Research, development and drafting of co-curricular programming proposals in support of Indigenous student retention, course completion or program completion and wellbeing
- Serves on university committees as required
- Research, development, implementation of an annual Work Plan

b) Program Advising

- Advising both current and prospective students regarding their academic programs.
- Maintains accurate and privacy legislation compliant student advising records concerning student assessments, progress reports, attendance, relevant information on academic suspensions and/or dismissals

c) Provide support to the Registrar & AVP, Student Life by:

- Providing routine metric tracking, analysis and reporting to the Registrar & AVP, Student Life and the Student Success Division management concerning student appointment requests, appointments conducted, student communications and internal and external student referrals
- Keeps a watching brief regarding relevant trends, issues, and service gaps across Ayamdigut and the Community Campuses as it pertains to Indigenous students as they describe their experience(s)
- Providing relevant updates from PACFNI meetings as it pertains to the Student Experience and existing student services

- Undertaking special projects as assigned

Approximate percentage of job time above functions are performed: 25%

3. Examples of Additional Divisional Activities which may be performed:

- Serving as a member on University committees as required
- Performs other related duties as required.

Approximate percentage of job time above functions are performed: 5%

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:

One Year

B. Problem-solving and decision-making

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

- Yukon University Act
- Yukon University's Reconciliation Framework
- Yukon University Policies and Procedures
- Yukon University Academic Calendar
- Yukon Land Claims and Self Government Agreements
- Yukon University Academic Regulations and Student Appeal Procedures
- Access to Information and Protection of Privacy Act (ATIPP)
- Community Campus Handbooks
- Yukon Human Rights Act
- Principles of natural justice
- Umbrella Final Agreement
- The Truth and Reconciliation Commission of Canada's Final Report
- Indigenous Education Protocol for Colleges and Institutes

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

The incumbent is responsible for interpreting all University policies and procedures that impact First Nations students, to ensure they are applied consistently and correctly.

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

i. Registrar & AVP Student Life:

- Identifying new or unaddressed barriers to Indigenous student success and providing culturally safe recommendations on appropriate mitigation or removal of those barriers
- Recommendations regarding improved student communications and student services as it relates to Indigenous student life

ii. Faculty and Support Staff:

- Confirmation of best practices when supporting Indigenous students both inside and outside of the classroom

- Supporting Indigenous students being adversely affected by course content and available resources to address concerns

iii. Students:

- Navigation of any/all university student services and supports
- Support and referrals to address personal concerns and challenges
- First Nations funding agency recommendations and connections

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

- i) Registrar & AVP, Student Life
- ii) Student Success Division Management

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

- Accuracy of daily student advising and referrals

b) What is the direct impact of those decisions?

- Impact on student satisfaction, academic progress and personal wellbeing
- Impact on University's reputation and relationship with First Nation Education Departments and Yukon First Nation governments

C. Freedom to Act

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

Via regular meetings with their supervisor

Approval of the incumbent's annual work plan draft

Within weekly Circle of Care team meetings in relation to specific student matters

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?

Via annual review of the incumbent's work plan progression

Through formal and informal student and community feedback

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

- Policy and procedure changes;
- Issues involving sensitive community or staff relations.
- Escalated student matters

D. Financial Accountability

1. Program dimensions:

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

Fiscal Year (Gross Expenditures): \$
 Annual Payroll: \$
 O&M (excluding payroll) \$
 Capital Budget (excluding payroll): \$
 Revenues: \$
 Recoveries:

b) Who prepares this budget?

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

Adherence to College financial policies and procedures and to the approved First Nations Student Success budget.

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

Within spending authority limits, reallocation of O & M.

e) Signing authority levels:

Delegated spending authority in accordance with the Approval Authority policy.

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

N/A

E. Management Supervision of Human Resources

- 1. No direct supervisory duties.

- 2. Supervisory duties.

a) Number of positions supervised directly: Permanent ____ Aux/Casual ____

Student Mentors and Student Leaders

b) Nature of supervision: (check any of the following supervisory tasks that are to be performed on a regular basis):

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

F. Key Personal Contacts

Who (what positions or groups)

Purpose

Frequency

Registrar & AVP, Student Life	Direction	Monthly
Student Success Division	Collaboration	Daily
Admissions Staff	Information/Collaboration	Daily
Managers/Coordinators	Liaison	Weekly
Instructors	Liaison/Guidance	Weekly
Administrative Staff	Liaison/Consultation	Daily
Committees	Liaison/Consultation	Weekly
Funding Sources	Referral/Consultation	Weekly
Community Groups/Agencies/Employers	Referral/Consultation	Monthly
Students/participants	Counselling/Guidance	Daily

G. Tools, Equipment, or Machinery Used

<u>Name</u>	<u>Purpose</u>	<u>Percentage of time</u>
Name	Purpose	Percentage of Time
Computers & In Person Connections	Word Processing, email, spread sheets, electronic calendar, Banner, FAST, Internet research, Student Appointments booking system	80 %
Office Equipment (e.g. telephone, fax, photocopier)	Verbal communication, student forms copying, faxing funding forms	10%
A/V Equipment	Student events/presentations	10%

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>
Equipment, Materials and Supplies	Up to 20kg	5%

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>
Sitting	65%
Standing	15%
Walking	15%
Driving	5%

c) Describe any physical hazards present:

<u>Type</u>	<u>Percentage of time</u>
Occasional Travel or programming in adverse weather	5%

d) Describe special physical conditions leading to discomfort:

<u>Type</u>	<u>Percentage of time</u>
N/A	

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

<input checked="" type="checkbox"/>	High level of dissatisfied clients
<input checked="" type="checkbox"/>	High level of emotional clients e.g. distress, triggered, trauma
<input type="checkbox"/>	Potential physical abuse from clients
<input type="checkbox"/>	Regular critical deadlines e.g. short notice on workshop/travel schedules requiring booking of vehicles, obtaining supplies, payroll, hiring of contract employees, high level of irregular critical deadlines
<input checked="" type="checkbox"/>	Constant interruptions e.g. telephone and walk in clients
<input checked="" type="checkbox"/>	Instructions from more than one source e.g. instructions Registrar & AVP, Student Life and Student Success Division management
<input checked="" type="checkbox"/>	Students under work related stress e.g. students in financial/personal problems
<input type="checkbox"/>	Other:

f) Travel Required

- | | |
|---|------------|
| a) average number of trips annually | 1-2 |
| b) average number of days per trip | 2 |
| c) average distance per trip | 500km |
| d) most frequent mode of transportation | Car or air |

I. Organization 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: Registrar & AVP Student Life
Classification Level: ME03

POSITIONS REPORTING TO INCUMBENT: n/a

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

Title: Student Engagement Coordinator
Classification Level BU08

Title: Counsellor
Classification Level BU09

SUBJECT POSITION TITLE: First Nations Student Navigator

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).

.....
Dean/Director or Designate

Date:

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.

.....
Incumbent

Date:

PART IV - QUALIFICATIONS

To be completed by the Dean/Director or designate

A. Minimum Knowledge, Skills, and Abilities Required

- Ability to work independently and to manage competing priorities
- Works from a Critical Appreciative Advising model, acknowledging power-relations within the student/advisor relationship
- A clear understanding of best practices in student services and student advising
- Professionalism, diplomacy, strong interpersonal skills, good judgment
- Knowledge of trauma-informed approaches within post-secondary student service environments
- Knowledge of campus and community resources
- Knowledge of Yukon First Nations cultures and traditional knowledge
- Knowledge of First Nations educational issues
- Knowledge of Yukon First Nations education funding, funding agreements, and funding application processes
- Ability to establish and maintain effective working relationships with other employees, students, First Nations communities and the general public
- Strong commitment to student rights and clear understanding of the histories related to education for First Nations people
- Effective interpersonal skills, particularly in a northern/multi-cultural educational setting
- Initiative, flexibility and adaptability to meet changing demands
- Demonstrated research capabilities and ability to evaluate information objectively
- Exceptional communication abilities with excellent interpersonal abilities
- Excellent organizational, analytical, communication skills
- Demonstrated ability and commitment to quality service and team building
- Student-centric approach
- Good documentation skills
- Current computer skills

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

- Bachelor's Degree in Indigenous Studies, Education, Psychology, Counselling or a related field required. Master's Degree in a related field preferred. Significant relevant personal and/or professional experience will be considered.

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

- Experience working with diverse ages, groups and cultures to accomplish cooperative community projects and goals.
- Experience in a post-secondary setting.
- Class 5 Driver's Licence.

PART V – 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

Date:

Date:

FOR HUMAN RESOURCE SERVICES USE ONLY:

Evaluation Point Results:	
Knowledge and Skills:	160
Accountability:	40
Mental Demands:	40
Working Conditions:	
Total Points:	240
Pay Level:	BU08