Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Indigenous Student Services Coordinator Payband: H

Position Code/Number (if applicable): S00714

Scheduled No. of Hours_____35 hours/week__

Appointment Type: _____X_____12 months ____ __less than 12 months

Supervisor's Name and Title: Manager, Indigenous Student Services

Completed by: JEC Review: September 24, 2021

Signatures:

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

Supervisor: Date:

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 base 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 representation 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.

Working with the Fleming Indigenous Student Service Team as part of the larger Student Experience Division, the major duties and responsibilities of the Indigenous Student Services Coordinator can be summarized in three main areas: Indigenous Student Success Programming, Student Life/Cultural Resource Work, and Indigenous Community Liaison Support. The Indigenous Student Services Coordinator focuses on enhancing the student experience and ensuring effective support that contributes to Indigenous Student Success and retention of Indigenous Students.

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 time annually*
1.Indigenous Student Success Programming - Liaise with Indigenous students encouraging involvement and supporting their learning, with a focus on outreach, retention and academic support programs. • Participate in the research, planning and implementation of programming to support the academic success of students • Participate in the college wide orientation plan and develop outreach activities to reach Indigenous learners including Indigenous Student Mentorship • Provide referrals to Indigenous students within the college and community. • Answer questions, advising and guiding Indigenous students as required. • Tracking the success of Indigenous students that would include the incumbent coordinating data collection and reporting on results including self-identification • Provide information on Indigenous-specific Scholarships and Bursaries for students. • Update and maintain Indigenous Services website or portal page with support of IT and/or Marketing. Participate in discussions on the purpose and use of this website. • Develop workshops to support the success of Indigenous students. • Collaborate in initiatives that promote awareness of Indigenous culture within the college community. • Collaborate with Student Experience teams to advise and promote culturally inclusive program as it relates to Indigenous rights, identity and life skills. • Work in partnership with Facilities department to ensure culturally appropriates resources and capacity are available to Indigenous students' spaces and advise on the inclusion across the campuses. (community news, learning strategies, computer access, cultural items). • Volunteer recruitment for Fleming events, committees and initiatives that will contribute to community building, leadership and implementation of Indigenous student driven activities. • Works with student members on IEC to help them understand their role, opportunities to present and gain feedback from other students • Provide support and coverage to Indigenous staff and Department Space(s) at the Frost and Haliburton campuses as necessary • Bring to the attention of the supervisor any issues impacting on Indigenous student success.	50%

2. Student Life/Cultural Resource Work Plan and deliver cultural programming. Participate and act as a resource within the college community for needs aligned with supporting Indigenous student success and collaborating to include, appropriate Indigenous culture and ways of being. • Plan, promote, facilitate, implement and assess a variety of cultural programs, including but not limited to the facilitation of Indigenous cultural teachings, talking circles, tipi cultural sessions/events. • Develop and/or enhance Student Experience resources, including; a) cultural protocols for identification of Elders and cultural knowledge holders b) information on the inclusion of appropriate cultural practices as they relate to service delivery at Fleming College c) cultural space d) student development initiatives and support e) creation of assessment tools and measures that measure Indigenous student success • Collaboration and advisement in the Indigenous resources available to the Fleming Community and Departments, including but not limited to, resource literature, statistics and demographics on Indigenous populations. • Attend Indigenous specific meetings and participate as an effective member of the Indigenous Education Council. • Generally promote education of Indigenous peoples and culture positively throughout College community. • Provide support and coverage to Indigenous staff and Department Space(s) at the Frost campus and other campuses as necessary	30%
3. Indigenous Community Liaison Support In partnership with the College Liaison department, support and maintain positive Indigenous community relationships • Communicate with Indigenous communities and other organizations to determine engagement and/or partnership opportunities that align with Indigenous Student Services and the Fleming Student Experience. • Works directly with the Education supports in Indigenous community to identify needs for their students • Liaising with high school students and facilitating needs assessment work in the local communities • Liaise with Indigenous communities and identified recruitment opportunities, practicing appropriate cultural protocols for identification of elders and cultural persons, and recognizing the appropriate protocols as identified by individual communities. • Establish and maintain a recruitment/promotional display (photos, college literature, etc.) • Recommend Indigenous venues for advertising Fleming College – periodicals, newspapers, Indigenous Community events • In cooperation with Fleming Marketing staff, assist in design of Indigenous marketing media (posters, brochures, photos, etc.) • Provide support and coverage to Indigenous staff, department Space(s), and services at the Frost campus and other campuses as necessary Generally promote Indigenous culture and history positively throughout College community.	15%
4. Other related duties as assigned	5%

* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

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.

□ Up to High School or equivalent	□ 1 year certificate or equivalent	X 2 year diploma or equivalent
□ Trade certification or equivalent	□ 3 year diploma / degree or equivalent	□ 4 year degree or 3 year diploma / degree plus professional certification or equivalent

□ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification or equivalent

□ Doctoral degree or equivalent

Field(s) of Study:

Indigenous/Indigenous Studies, Social Service Worker or other related field.

B. Check the box that best describes the requirement for 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 requirement 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.

x No additional requirements	
□ Additional requirements obtained by course(s) of a total of 100 hours or less	
□ Additional requirements obtained by course(s) of a total between 101 and 520 hours	
□ Additional requirements obtained by course(s) of a total of more than 520 hours	

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year 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 on-the-job training occurs after the conclusion of the educational course or program.

□ Less than one (1) year	
□ Minimum of one (1) year	
□ Minimum of two (2) years	
x Minimum of three (3) years	Demonstrated knowledge and respect of Indigenous teachings and culture including clear understanding of the historic relationship Indigenous people have with Canada. Traditional cultural knowledge including cultural protocols so as to assist with the identification of Elders and cultural persons and which include community identified cultural practices. Indigenous Knowledge experience that provides an understanding of the protocols necessary to work with Elders, attend and prepare for ceremonies, pow wows, tipi/longhouse/lodge activities, handling of sacred items and medicines; specific to a Indigenous Nation(s).Knowledge of cultural event organization, Elder protocol and traditional teachings Familiarity with Indigenous post-secondary environments and related student issues and student success strategies Experience using computer applications; word processing, e-mail, web/social media Experience working independently and in a team environment Experience prioritizing and organizing own work Experience developing and delivering presentations and cultural events
□ Minimum of five (5) years	
□ Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement 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 judgement 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.	A student presents themselves to the incumbent and is visibly upset, tearful and not happy. The incumbent needs to utilize skills and knowledge to identify the root cause and the appropriate solution.
How is it identified?	The student arrives at the Indigenous Student Services Department Space where the incumbent is working.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes; the incumbent needs to take the student to a private, quiet space (possibly where smudging is available). Questions would be asked in a caring and concerned manner so as to determine what exactly has happened or is affecting this student.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The student could present a number of issues which the incumbent would need to analyse and sensitively probe, such as; homesickness, academic challenges, housing issues, financial issues and/or cultural and societal barriers.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Once the issue(s) are determined the incumbent would need to have knowledge of local community agencies that support Indigenous students. Knowledge of internal resources like disability services, financial, counselling, learning support services. Knowledge of diversity in Indigenous educational policies and communities that support Indigenous learners.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered	A student arrives to speak to the incumbent regarding serious financial concerns that could impact their ability to stay in school.
How is it identified?	Student makes an appointment to meet with the incumbent regarding financial support options available for Indigenous students.

Is further investigation required to define the situation and/or problem? If so, describe.	Yes; the incumbent needs to find out if the student is First Nations status or non-status, Metis or Inuit.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent then has to look into the individual Nation that the student is affiliated with and review educational policies for the Nation. Once policies are understood by the incumbent then guidance is provided in accessing associated funds. The incumbent would also investigate possible Indigenous bursaries and scholarships that may apply to this student's particular needs and eligibility. The incumbent would assist the student in completion of the application so as to ensure it is done thoroughly.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	First Nation Band Funding, Metis Organizational funding, Inuit Government funding, Bursary and Scholarship literature. Funding opportunities for "Non status" Indigenous students.

3. Analysis and Problem Solving

	#3 regular & recurring
Key issue or problem encountered	Student shows up in the Indigenous Student Services Department Space(s) and discloses to the incumbent that they have just learned, through their own research, that they are Indigenous.
How is it identified?	Student comes to the incumbent for an appointment to talk.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes; the incumbent would ask a series of questions that would ensure the student feels comfortable with this new knowledge and then ask the student what they wish to do with this knowledge. Depending on response the incumbent may determine the possible eligibility for band membership or gov't recognized status.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent would need to be familiar with the Indian Act, Community Band membership codes, First Nation, Metis and Inuit Independent Organizational membership.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Access to government legislation, community membership policies and codes. Knowledge of independent organizational processes (ie Metis Nation of Ontario).

3. Analysis and Problem Solving

#1 occasional (if none, please strike out this section)

Key issue or problem encountered	A student arrives at the incumbent's office with an issue related to a negative classroom experience.
How is it identified?	The student discloses that there were 'racist' comments made as part of a classroom discussion and they are upset and do not know how to proceed.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes; a series of questions needs to be asked of the student, with notes taken, so as to document the occurrence and prepare for the most appropriate next step. Throughout this analysis the incumbent must be supportive and empathetic toward the student; given their experience.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Yes; incumbent needs to access their own knowledge and the College's appropriate policies so as to determine what exact offence has occurred. Often times it may be that it was an 'insensitive' comment that was made in class and does not constitute a formal investigation but rather may be a 'teachable moment' for the incumbent to help facilitate a resolution with the appropriate faculty.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	-HR department (Harassment and Discrimination) -SR&R Administrator (Student Rights) -Indigenous Cultural Safety Training -Counsellor

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.

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

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	The incumbent is the lead team organizer for planning and delivery of Indigenous student welcoming and student life related programming and services, including (but not limited to): -Community connections and engagement -Indigenous Student Orientation – Welcome events -Transitional support in collaboration with Indigenous Student Transitions Advisor -Field-trips (lazor tag, ice fishing) These programs and services must be researched, coordinated, implemented and evaluated by the incumbent.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Focused event planning, organizational, problem solving, promotional, customer service and communication skills. Determining promotional and communications plan, working across departments to best assess needs of multiple stakeholders including academic schools, several service departments, student government and community contacts. Tracking registrations, logistics in setup of event, training and supervising student assistants, arranging hospitality, meeting demands of other groups. Time management and multitasking skills are necessary as incumbent would be planning in advance of several key initiatives including timely communication, orientation plans, and other Indigenous student life programming.

List the types of resources required to complete this task, project or activity.	Communicate with staff, faculty, administrators, Indigenous community contacts and student leaders to help guide incumbent's decisions related to student programming. Communicate with supervisor re budget issues, student assistants, facilities re: rooms/space availability, timetable input, obtain service area participants co-operation. Some tasks require data collection and analysis with access to FDR, OCAS and departmental data.
How is/are deadline(s) determined?	Within a team environment programming priorities are set however it is the incumbent's role to determine hard dates and times for events and also determine when internal and external resources/presenters will submit information and attend the event. This is done in consideration of other college departments recognizing other campus events and activities that are occurring. Often times Indigenous events include community members external to Fleming and therefore the incumbent must take into consideration community events and individual schedules for those participants.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent determines changes based on timelines established in communication with the Indigenous Services Team and external community (where applicable).

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.	The incumbent is the lead team organizer for planning, delivery and/or facilitation of Indigenous Cultural Programing and services, (where the application of cultural protocols is necessary) including (but not limited to): -Drum Socials -Elder visits -Sharing Circles -Ceremonies -Traditional Teachings

What are the organizational and/or project management skills needed to bring together and integrate this activity?	In the context of knowing and utilizing the appropriate traditional practices and protocols….. Focused event planning, organizational, problem solving, promotional, customer service and communication skills. Determining promotional and communications plan, working across departments to best assess needs of multiple stakeholders including academic schools, several service departments, student government and community contacts. Tracking registrations, logistics in setup of event, training and supervising student assistants, arranging hospitality, meeting demands of other groups. Time management and multitasking skills are necessary as incumbent would be planning in advance of several key initiatives including timely communication, orientation plans, and other Indigenous student life programming.
List the types of resources required to complete this task, project or activity.	Indigenous knowledge held by the incumbent Indigenous Community Elder Indigenous students and staff
How is/are deadline(s) determined?	Within a team environment programming priorities are set however it is the incumbent's role to determine hard dates and times for events and determine when external and internal presenters will submit information and attend the event. This is done in collaboration with other college departments recognizing other campus events and activities that are occurring. Often times Indigenous events include community members external to Fleming and therefore the incumbent must take into consideration community events and individual schedules for those participants.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent determines changes based on timelines established in communication with the Indigenous Services Team and external community (where applicable).

4. Planning/Coordinating

	#3 regular & recurring
List the project and the role of the incumbent in this activity.	Prepare and present professional development workshops that promote Indigenous Cultural Safety within the broader college community.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Presentation skills (including utilization of presentation software like power point) , public speaking, research and presentation preparation, time management.
List the types of resources required to complete this task, project or activity.	-Knowledge of Indigenous history, culture and issues. -Knowledge of college stakeholders and their connectivity to the presentation topic(s) or project. -Preceptor training through Anishnawbe Health Toronto
How is/are deadline(s) determined?	Negotiated with stakeholders that indicate need for or require training.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent is co-presenter of material and modifies content as necessary for the intended audience. Example; material may be adjusted for a group of college administrators as opposed to health science faculty.

4. Planning/Coordinating

	#1 occasional (if none, please strike out this section)
List the project and the role of the incumbent in this activity.	Indigenous Student Welcome Days Co-ordinated by the incumbent
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Focused event planning and organizational skills – sending invitations/information, tracking registrations, logistics in setup of event, training and supervising student assistants, arranging hospitality, meeting demands of other groups, ensuring appropriate cultural protocols, credible and authentic cultural practises are established and followed
List the types of resources required to complete this task, project or activity.	Communicate with necessary community organizations, students and staff, communicate with supervisor re budget issues, student assistants, rooms/space availability, timetable input, obtain service area participants co-operation.

How is/are deadline(s) determined?	Indigenous Welcome Day programming and dates set within the first month of the student's transition to college in communication with the supervisor
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Major changes to Indigenous Welcome Day made by incumbent with agreement by supervisor

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or 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
□		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X		There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The incumbent may advise Indigenous student club leaders and also to students on eligibility to participate and/or continue in Indigenous Mentoring program The incumbent may advise staff, faculty or participants in the Indigenous Student Club on cultural protocols for identification of Elders and cultural persons, credible and authentic cultural practises
	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	

□	□	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.	
	X	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.	Incumbent trains, monitors, and allocates tasks to student workers during events such as Tipi Fire-keeping, Indigenous Welcome Day assignments, AEC Meetings. Ensures events and associated tasks are completed to meet certain protocols and traditions.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the 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)
-Programming requirements and expectations -Timelines -Budget 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)
-Use guidelines from MTCU with clarification from Fleming leaders -Indigenous Education Council Governance Work Plan -Past practise, college procedures -Traditional protocols and Indigenous Knowledge	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
-Formal and information meetings with supervisor and colleagues -Reports of activity progress are completed verbally or by review of documents at meetings -Elder input	

6. **Independence of Action**

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)
Referrals from incumbent to Indigenous counsellor regarding student issues are achieved with documentation of consent. Decisions on presentation learning outcomes for classroom visits are done in consult with the faculty member. Decisions regarding cultural knowledge beyond the scope of the incumbent are done with local Elders, community agencies and members.	Community outreach opportunities in consultation with AEC or community organizations Co-worker and student consultation for decisions on student events Marketing/Promotional materials for website content/links with team.

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)
-significant budget issues, -serious service complaints, -conflicting deadlines, -items beyond scope of this position	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Decisions like: -appropriate cultural event protocols -authenticity of Indigenous context (events, services, etc.) -dates for various student and community events -within the scope of an allotted budget amount the incumbent determines expenses and needs and makes purchases -when to refer student concerns to counsellor or other learning supports -when to contact a FN Community so as to advocate for a student issue (funding) -when to consult or bring in an Elder or cultural advisor -when to challenge a staff member on culturally inappropriate materials or dialogue	

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 the 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 fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups 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?		
Potential participants or attendees seeking information on Indigenous resources	1 to 1 response List serve Information on portal	Students Community members and organizations	Daily
Variety of Indigenous-related information (qualitative) requested by admin, faculty and/or students.	Research and provide information, selecting appropriate resources.	College community AEC members Indigenous Community member(s)	Monthly
Request for gathering and/or clarification of quantitative data	Research, survey and provide information appropriately.	Student Experience Division, Liaison, FDR, MTCU, Academic area, AEC	Monthly
Incumbent is the main contact person for Indigenous service inquires regarding Indigenous services and programs	The incumbent determines the appropriate method to deliver the service based on his/her understanding of the customer's needs (ie, 1 to 1 response/group/listserve/ Information on portal Electronic communication) Incumbent prepares services and promotional materials including manuals and posters and determines distribution plan	Students/Staff/Faculty/Admin	D

* 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	Indigenous student events and services; including outreach to community agencies and Indigenous communities relative to Fleming programs and services.	Prospective students Current students Internal/external partners Community members	Daily
Explanation and interpretation of information or ideas	Explain opportunity, processes and benefits for p students to self-identify Presentations	Prospective students Current students Alumni	weekly
	Explain application processes such as:-band membership application details -Indian status -bursary and scholarships -funding policies -band education policies		Weekly
	Volunteers for events such as Indigenous Welcome Days, AEC and Community Outreach	Selected volunteers	Monthly
	Explaining web site navigating, accessing information on-line		
	Explain cultural protocols including credible and authentic cultural practises and cultural space	Current students Students/staff/faculty	Weekly
	Incumbent obtains student consent to speak about grades, health, band sponsorship, etc. with appropriate faculty, counsellor or band official.	Faculty, Staff, Band Officials, Family	Weekly
Imparting technical information and advice	Imparting Indigenous Knowledge and specific traditional protocols to the broader College community when involving	Entire college	Monthly

	ceremony, gatherings and meetings. Incumbent is a guest speaker in classrooms and in the tipi delivering information on traditional protocols, aspects of history and culture.	community. Community partners	
Instructing or training	Indigenous Cultural Awareness and Safety Training Workshops designed and delivered by the incumbent in a formal workshop setting.	Students/Staff/Faculty	Bi-monthly (Infrequently)
Obtaining cooperation or consent			
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, 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 at desk and keyboard	D			X	X		
Light Lifting: Carrying displays Indigenous Welcome Days; Orientation; Community events; Open House	I	X			X		
Standing	M	X			X		
Driving to Indigenous communities, organizations	M	X	X		X		

Medium lifting: Tipi canvas and poles (with assistance), water pails, rocks for fires	I	x			x		

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

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

X Light (up to 5 kg or 11 lbs)	Table setups, stacking chairs, registration packages, Tipi Resources give-away items for Orientation, display boards, flip charts or A/V equipment for presentations
x Medium (between 5 to 20 kg or 11 to 44 lbs)	Tipi canvas and poles(with assistance), water pails, rocks for fires
□ Heavy (over 20 kg or 44 lbs)	

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 a task and the duration of the task, including breaks (eg. up to 2 hours 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 (eg. 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 mins	Long up to 2 hrs	Extended > 2 hrs
Designing presentations/promotional information	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? x Usually – – telephone, student/staff drop ins and interruptions – incumbent can book office for privacy and concentration as necessary but this means no one is available to respond to customer service enquiries				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs

Meeting one on one with an Indigenous student. A sensitive disclosure occurs and the incumbent must stop the exchange and relocate to another more private setting due to confidentiality and the open nature of the existing office.	W		x	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? x Usually , however concentration is interrupted as must find alternate space due to office not being private and the sensitive nature of the discussion				

* 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)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Office Environment	D
□ accessing crawl spaces/confined spaces		
X dealing with abusive people	Referrals are made to appropriate counselling and threat assessment however incumbent does meet one on one with students who have such issues; usually within a office or Department Space(s) setting.	M
□ dealing with abusive people who pose a threat of physical harm		
□ difficult weather conditions	Ceremonies are often around a fire and in a setting open to weather and the elements. Incumbent required to attend these events even in inclement weather.	I
□ exposure to extreme weather conditions		
□ exposure to very high or low temperatures (e.g. freezers)		
□ handling hazardous substances		
x smelly, dirty or noisy environment	Infrequent cleaning of tipi; involves use of cleaners and scrubbing with water and hard brushes to remove smoke and fire residue from canvas.	I
X Travel	Travel to communities within the Kawartha's and occasionally further for recruitment opportunities (career fairs, etc.)	I

□ working in isolated or crowded situations		
□ other (explain)	Tipi maintenance includes chopping some wood and sweeping out dirt from fire pit. In winter snow shovelling around the tipi is required.	W-M

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