

POSITION DESCRIPTION

PART I - IDENTIFYING DATA

Position Number: YC1626
Position Title: Community Campus Liaison
Incumbent: N/A
Division: Continuing Studies

Headquarters: Pelly Crossing
Supervisor's Name: John Reid
Supervisor's Title: Department Head
Date Description Completed: January 8, 2021

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

This position is responsible for developing relationships and supporting campus operations through targeted outreach and increasing public awareness of the campuses various programs, services, and initiatives. This position will make connections within the local community to ensure that campus activities align with local priorities. The candidate will support the Campus in building positive relationships with internal and external partners to aid in the effective operation of the campus. This position will support the Campus Adult Education Coordinator in ensuring that they are aware of community dynamics and pressures that may affect the campus.

A. Duties and Responsibilities

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

As Community Campus Liaison, this position works with campus staff and local community resources to provide a collaborative continuum of support to First Nation and community students throughout their University learning experience by:

- Providing connection and support to First Nation and community students, Elders on campus, and other related duties;
- Helping organize and or providing input for community meetings;
- Facilitating success of First Nation and Community students by providing work and life management information, skills, and support options;
- Advising the Coordinator and other University staff on the integration of cultural, traditional knowledge, and normative social mores of the community and First Nation;
- Possessing intimate local knowledge and using that knowledge to act a barometer of the community. For example, this position will have the pulse of the community and support the Coordinator to navigate local dynamics to serve the community;
- Assisting with referrals for First Nation and community students to available supports in the University and community;
- Supporting, and if appropriate; engaging, learners as they investigate pathways to student success;
- Supporting the Coordinator in liaising with First Nation Education Training Officers, other funders and agencies who are or may be supporting First Nation and community students; or, if capable, to directly liaise with funders to secure program funding;
- Assisting the Coordinator with maintaining appropriate records and reports as may be required by funders and Yukon University;
- Assisting if appropriate, the Coordinator with general campus non-instructional operations or duties;
- Attending and or supporting and/or organizing Community Campus Committee meetings;
- Attending, and or organizing, and or assisting with organizing local community meetings on behalf of the campus;

- Connecting with Elders to support Campus initiatives;
- Alerting other campus staff to individual or systemic barriers to students, Elders, citizen success at the campus or campus events;
- Recognizing, initiating, maintaining, and supporting meaningful relationships locally and across the Yukon to enhance student success;
- Providing recommendations to campus Coordinator and staff on indigenization of campus space, policy, programming, and services.
- Assisting with the planning and delivery of First Nation and Community cultural activities throughout the academic year.

Approximate percentage of job time above functions are performed: 80%

2. Other Principal Activities, in order of importance (describing for each what, why, and how, and approximate percentage of job time required, rounded off to the nearest 5%):

Contributes to the successful transition of First Nation and Community students to Yukon University by:

- Participating in discussions of new initiatives, general planning and recommending solutions to challenges pertaining to First Nation and Community students at Yukon University;
- Contributing to discussions on Aboriginal engagement and indigenization in the University

Approximate percentage of job time above functions are performed: 15%

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

As requested by the Instructor / Coordinator or Community Adult Education Coordinator.

- Serving on University committees as requested
- Attending community meetings/events as requested

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

4. Approximate time it take for a fully qualified employee from outside the work unit to reach the full working level of the position:

Up to one year to become familiar with full cycle of events occurring throughout the University terms

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 policies and procedures as they relate to CED and this position and other relevant Yukon University policies and procedures; Yukon University Safety Incident Reporting and Safety Guidelines, Post-secondary institutional calendars and related www sites;

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

The incumbent is responsible for interpreting relevant University policies and procedures that impact on First Nation and Community 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. Recommendations to students regarding personal planning and healthy choices;
- ii. Recommendations to the Supervisor, appropriate staff and/or University managers regarding First Nation and Community student life / challenges and or barriers,
- iii. Recommendations to the Supervisor regarding learning and support needs of specific First Nation and Community student population(s).

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

The CAEC or Instructor/Coordinator or student as appropriate

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

- All decisions and actions related to academic information provided to students and planning sessions with students, including referrals to appropriate community agencies.
- Immediate responses to First Nation and Community student enquiries

b) What is the direct impact of those decisions?

Student/employer/public satisfaction with Yukon University

C. Freedom to Act

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

From supervisor, Community Adult Education Coordinator, Community Education and Development team discussions and needs assessments, client groups (students/employers/public),

2. What legislation, regulations, procedures, or established practices guide, constrain, or limit the activities of this position?

see B.1 a) above

The position is part of Community Education and Development. Many decisions, particularly on the routine operation of integrated services, are made jointly by the team. The position is also guided by University policies

3. How is the work of the position normally checked or evaluated?

The work of this position is evaluated by the Department head in cooperation with the CAEC or I/C or other supervisory staff of Community Education and Development or Yukon University on the overall efficiency and effectiveness of liaison with First Nation and Community students and other related groups as well as the performance evaluations. Daily feedback from students, stakeholder, staff and the general public is considered in this evaluation, as well as success in meeting the overall goals of Community Education and Development.

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

The position collaborates with the supervisor and/or CAEC directly or through the work team regarding service and resource issues, which cannot be resolved independently within the mandate of the position or the work team. Examples might include the re-allocation of resources, complex client issues, or issues involving sensitive community or staff relations.

- Recommendations for changes to counselling and support services for First Nation and Community students;
- Recommendations for changes to cultural programs and events at Yukon University

D. Financial Accountability

1. Program dimensions:

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

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

b) Who prepares this budget?

Community Education and Development

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

None

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

None

e) Signing authority levels:

As per University position authority guidelines - \$200.00

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

none

E. Management Supervision of Human Resources

X	1. No supervisory duties
	2. Supervisory Duties

a) Number of positions supervised directly:

___ Permanent
___ Aux/Casual

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

	a)	Show colleagues how to do tasks.
	b)	Train other employees in work procedures.
	c)	Assign work and review for quality/quantity.
	d)	Establish work priorities and schedules.
	e)	Change duties and responsibilities.
	f)	Participate with supervisor in employees' performance evaluation; -or- Formally appraise employees' performance and discuss appraisal with them, making a final recommendation to advance or withhold merit increments.
	g)	Recommend appointment or rejection upon completion of probationary period.
	h)	Interview employees with attendance or performance problems.
	i)	Act as first formal step in the grievance procedure.
	j)	Interview candidates for vacant positions in the unit.
-	k)	Give opinion to supervisor on selection of new employees; - or -

–	Make final decision on selection of employees.
l)	Other.

F. Key Personal Contacts

<u>Who (what positions or groups)</u>	<u>Purpose</u>	<u>Frequency</u>
CAEC or I/C	Advice/Information/Direction	daily
Students/Participants	Information/Advice	daily
Yukon University Faculty and Staff	Liaison/Information	daily
Elders	Liaison/Consultation	weekly
Community groups/agencies Organizations/Employers	Liaison/Consultation/information	weekly

G. Tools, Equipment, or Machinery Used

<u>Name</u>	<u>Purpose</u>	<u>Percentage of time</u>
Computer Limited use of Banner; email; word-processing	Student support and general communications	25%

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>
A/V Equipment, Materials & Supplies	15 kg	1-2%

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>
Standing	20%
Sitting	60%
Walking	15%
Driving	5%

c) Describe any physical hazards present:

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

d) Describe special physical conditions leading to discomfort:

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

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

	high level of dissatisfied clients
X	high level of emotional clients
	potential for physical abuse from clients
	regular critical deadlines
	high level of irregular critical deadlines
X	constant interruptions
X	instructions from more than one source
X	students or staff under work related stress
	Other: mental stress due to nature of problem solving and multi-tasking

Examples in support of

f) **Travel Required**

a)	average number of trips annually	2
b)	average number of days per trip	2-5
c)	average distance per trip	500 km
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: Department Head, Community Campuses
 Classification Level: 11

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

Title: CAEC or Instructor / Coordinator
 Classification Level: 9

SUBJECT POSITION TITLE: Community Campus Liaison

PART III – SIGNATURES

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

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

.....
Dean/Director or Designate

.....
Incumbent

Date:

Date:

PART IV - QUALIFICATIONS

To be completed by the Dean/Director or designate

A. Minimum Knowledge, Skills, and Abilities Required

- Knowledge of Yukon First Nations cultures
- Knowledge of First Nations traditional knowledge;
- Awareness of Yukon First Nations land claims and self-government agreements;
- Knowledge of First Nation and Community educational issues;
- Experience and rapport with First Nations communities;
- Understanding of student needs including healthy and active living;
- Ability to establish and maintain effective working relationships with other employees, students, First Nations communities and the general public;
- Effective interpersonal skills, particularly in a northern/multi-cultural educational setting;
- Initiative, flexibility and adaptability to meet changing demands;
- Ability to work cooperatively in a team environment;
- Commitment to providing quality service
- Person-focused positive outlook toward students, staff and the public;
- Basic Computer Skills;
- Event coordination and communication skills;
- Experience working in a cross-cultural setting
- Must be self-motivated;

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

Class 5 Driver's Licence

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;
A post-secondary diploma or degree;
Excellent advocacy and conflict resolution skills an asset;

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 Vice - President

Date:

Date:

FOR HUMAN RESOURCE SERVICES USE ONLY:

Evaluation Point Results: Knowledge and Skills: 106 Accountability: 40 Mental Demands: 26 Working Conditions: normal University environment Total Points: 172 Pay Level: Level 6
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