

POSITION DESCRIPTION

PART I - IDENTIFYING DATA

Position Number: YC1044

Position Title: **Manager,**

Student Support Services

Date Completed: June 2016

Headquarters: Ayamdigut

Supervisor's Title: Registrar & Associate Vice
President, Student Life

Division: Student Life

Date Revised: January 2025

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

Reporting to the Registrar & Associate Vice President, Student Life, the Manager, Student Support Services champions a culture of retention and is responsible for overseeing Yukon University services and initiatives that support student well-being, belonging and community-building. This key institutional leadership role advances and upholds student-facing aspects of the University's Wellbeing Framework and Action Plan while overseeing all student success operations: Counselling, Accessibility, Learning Strategies, First Nation Student Navigators, Student Engagement, Peer Mentorship, Writing and Math Tutor services, and Intramural Sports. The Manager advances the university's Strategic Enrolment Management Plan (SEM) implementation by leading the research, development and assessment of responsive, trauma-informed services and co-curricular programming. In addition, the Manager, Student Support Services, is an institutional subject matter expert in relation to crisis response and case management. Alongside Human Resources, Housing and Safety & Security Services, the Manager, Student Support Services, coordinates student-facing institutional responses to critical incidents and students presenting in-crisis, in support of community safety. The role is also responsible for leading academic recovery, early alert and student well-being and retention initiatives. Overall, the Manager, Student Support Services is a senior leader who champions access and promotes holistic well-being in support of a thriving and transformational Yukon University student experience.

A. Duties and Responsibilities

1. Management of the university's Student Success Unit

- a) Overarching responsibility for Yukon University's Student Success operations and services: (Counselling, Accessibility, First Nation Student Navigators, Learning Strategies, Student Engagement, Writing Tutor, Math tutoring, Intramural Sports)
- b) Drafts and proposes policy, procedure and protocol development and amendments for review in relation to non-academic student matters: sexual violence prevention and response, student crisis response and threat assessment
- c) Chairs the university's Circle of Care meetings, facilitating responsive cross-campus student case management, ensuring institutional duty of care toward "at-risk" students (personal and/or academic)
- d) Leads the development and implementation of new co-curricular programs and services through research and collaboration with Student Success staff, First Nations Initiatives, Office of the Registrar and community-based partners
- e) In ongoing collaboration with the Director, First Nations Initiatives and, leveraging the expertise of First Nations Student Navigators, feedback from students, alumni and the President's Advisory Committee on First Nations Initiatives (PACFNI), actively advances "We Belong" and upholds the aspirations of the university's *Reconciliation Framework* when researching, developing,

- implementing and assessing all Student Success services, programs and communications.
- f) Undertakes special projects as-assigned and, furthers the institution's progress toward stated SEM Plan goals particular to the retention of the university's prioritized learner groups (Domestic, Indigenous / Domestic, non-Indigenous / International)
 - g) Provides guidance, support and feedback to Counselling staff through bi-weekly case consultations, exploring case conceptualization, goals, modalities and ethical concerns
 - h) Leads the drafting and revision of all Accessibility-related student policies and procedures, with the support of the Accessibility Advisor, Accommodations, in line with established best practices within the postsecondary sector across Canada and, in compliance with the *Yukon Human Rights Act*
 - i) Ensures accurate and compliant documentation and confidential record-keeping of all Counselling staff activities
 - j) Uses active listening and applies trauma-informed approaches while conducting procedurally fair investigations under the Student non-Academic Misconduct Policy, Sexual Violence Prevention & Response Policy and as an ongoing member of the university's Threat Assessment Team.
 - k) Ensures ongoing staff (Accessibility, Learning Strategist, First Nation Student Navigators, Writing Tutor, Math tutoring) training and supervision in relation the maintenance of the Student Advising Record including: notetaking and best practices, managing student disclosures, privacy legislation and compliance, facilitated cross-campus referrals and the timely provision of appointment summaries
 - l) Coordinates, compiles and reports metrics regarding student appointment requests and no-shows/cancellations across all Student Success staff functions: Counsellors, First Nations Student Navigators, Writing Tutoring, Math Tutoring, Accessibility, Learning Strategies
 - m) Assesses and evaluates all programming and services, ensuring alignment with strategic priorities, best practices, internal policies and relevant external regulations
 - n) Leads annual work plan development and performance reviews across the Student Success unit, ensuring that planning and services reflect and advance current SEM strategies and tactics as they pertain to student retention, community-building and wellness
 - o) Ensures the streamlined dissemination and promotion of student-facing events and resources across multiple platforms by overseeing annual Student Life student communications planning in collaboration with the Director, Admissions & Enrolment Management and the Director, Marketing & Communications and, with the support of the Student Engagement Coordinator
 - p) Oversees Fall and Winter Student Orientation planning and implementation with a focus on community-building and resource-awareness, with the support of the Student Engagement Coordinator
 - q) With the support of Student Success staff including the Student Engagement Coordinator, leads peer mentorship program development, training plans, supervision and assessment informed by best practices. Where appropriate, peer mentorship initiatives are developed in collaboration with First Nations Initiatives.
 - r) In collaboration with the Director, Marketing & Communications and other leaders, ensures the implementation of varied mechanisms designed to facilitate and encourage ongoing student feedback concerning Student Success services and programming

- s) Alongside the Director, Admissions & Enrolment Management and the Director, First Nations Initiatives, supports Indigenous student recruitment by finalizing community travel and recruitment planning involving First Nations Student Navigators, Enrolment Advisors and First Nations Initiatives.
- t) Liaises with faculty, staff and academic leadership concerning emerging issues pertaining to student conduct, student wellbeing and case management, providing interpretation, advice and referrals and escalation to the Registrar & AVP, Student Life and/or Threat Assessment Team, and/or Sexual Violence Prevention & Response Committee, as appropriate
- u) Leads and facilitates ongoing campus wide-student service training and professional development that supports globally recognized core competencies in student Advising (NACADA), promoting Appreciative Advising approaches
- v) Assists/advises the Registrar & AVP, Student Life in preparation of the annual budget and semi-annual variance reports
- w) Responds to non-academic issues brought forward by the Yukon University Student Union and supports the Student Engagement Coordinator to locate timely solutions or escalate as appropriate
- x) During periods when the Registrar & AVP, Student Life is on leave or travelling for work, the Manager, Student Support Services is available "on-call" after-hours and on weekends to respond to urgent and critical student issues in collaboration with Safety & Security Services, Campus Housing, Human Resources and senior management, as appropriate.

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

2. Other Principal Activities, in order of importance:

Provides support to the Registrar & AVP Student Life by:

- a) Serving on committees as-assigned including: Threat Assessment Team, Sexual Violence Prevention & Response Committee, SEM Student Retention Sub-Committee and other committees and working groups as-assigned (5%)
- b) Providing annual co-curricular program-specific assessments and reporting, evaluating their effectiveness in relation to the student experience, the needs of prioritized learner groups (per the SEM Plan), and retention rates (5%)
- c) Keeps a watching brief regarding emerging Yukon University student trends, and emerging issues (5%)
- d) Keeps apprised of best practices, theories and approaches within the counselling, crisis response and student services profession broadly including: accessibility, learning strategies, threat assessment, and postsecondary advising core competencies and approaches according to the Canadian Association of College & University Student Services (CACUSS), the Post-Secondary Counsellors Chapter of the Canadian Counselling and Psychotherapy Association (CCPA), the Canadian Association of Disability Service Providers in Postsecondary Education (CADSPPE), Learning Specialists Association of Canada (LSAC), the National Academic Advising Association (NACADA) and the Canadian Association of Threat Assessment Professionals (CATAP) (5%)

Approximate percentage of job time above functions are performed: 20%

3. Examples of additional activities, which may be performed from time to time:

- a) Attends and participates in ceremonies and events including Fall and Winter Orientations and Convocation
- b) Remains current on North American post-secondary trends, experiences and issues particular to the North, Indigenous students, First Generation (or 'First in the Family') students, mature students, student parents and International students
- c) Performs other related duties and tasks appropriate to the position or as- assigned by the Registrar & AVP, Student Life

Approximate percentage of job time above functions are performed: 10%

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 calendar year

B. Problem-solving and decision-making

- 1 (a). List any Acts, Regulations, and/or Policies/Procedures with which the incumbent must be fully familiar in order to perform the position's functions: (e.g. Motor Vehicle Act, Business Corporations Act)

- Sexualized Violence Prevention & Response Policy
- Student non-Academic Misconduct Policy
- Yukon University Academic Regulations
- University Wellbeing Framework & Action Plan
- Yukon University Accessibility policy
- Yukon University Reconciliation Framework
- Yukon University Strategic Enrolment Management Plan
- Yukon University Strategic Plan
- Yukon University Academic Plan
- Yukon Human Rights Act
- Yukon University Collective Agreement
- Occupational Health & Safety regulations

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

Yes. Managing cases and investigations under the Sexual Violence Prevention and Response policy and procedures and the Student Non-Academic Behaviour Policy.

Ensuring programs and services are delivered within required parameters and allocated budgets.

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

Staffing requirements; staff workload recommendations and peer evaluations, budget requirements, and program, policies and procedures changes, to Supervisor.

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

Registrar & AVP, Student Life

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

Final recommendations and decisions pertaining to student conduct matters.

Program and service direction, activities and changes; staff hiring and placement; budget projections, income, and expenditures; and variance reporting.

- (b) What is the direct impact of those decisions?**

Effective use of human and financial resources within designated program and service areas; successful programs and services that support student success; collegial partnerships within the university and partnering institutions/agencies.

C. Freedom to Act

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

From supervisor via meetings, email and/or individual discussions as required.

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

As per Section B.1a)

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

Regular scheduled meetings with manager, annual performance planning, formal annual performance plan reviews, informal feedback from staff, students.

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

Issues that have significant budget implications, politically sensitive problems or issues, dismissal of an employee, critical, urgent or sensitive student issues.

D. Financial Accountability

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

Fiscal year:

Annual payroll:	\$ 1, 400,000
O/M Budget (excluding payroll):	\$ 200,000
Capital Budget (excluding payroll):	\$ 60,000
Revenues:	\$ 26,000
Recoveries:	\$ 0

- b) Who prepares this budget?**

The Manager, Student Support Services prepares the Student Success unit budget for approval by the Registrar & AVP, Student Life

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

This position is responsible for ensuring that expenses are kept within allocations.

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

Yes, within program and service parameters.

e) Signing authority levels:

As per University policy

g) Other expenditures or revenues influenced by this position and how.

None

E. Management Supervision of Human Resources

1. No direct supervisory duties.

3. Supervisory duties.

a) Number of position supervised directly: Perm/Term faculty/staff: 8-10
Casual/Sessional staff: 5-25

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 evaluations, or formally appraise employees' work performance and discuss appraisal with them
- 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 new employees
- l) other (describe)

E. Key Personal Contacts

WHO	PURPOSE	FREQUENCY
Registrar & AVP, Student Life	To advise, update, receive direction	Daily
Student Success staff	To co-ordinate area activities	Daily
Other University staff and faculty	Liaising and information	Weekly
Yukon community agencies	Information	Annually
University committee members	Information and participation	Monthly

G. Tools, Equipment, or Machinery Used

<u>Name</u>	<u>Purpose</u>	<u>Frequency</u>
Computer	word processing, e-mail Spreadsheets, CRM access, SIS access (approvals, etc.)	60%
Photocopier	Copies	1%

H. Working Conditions

Describe any adverse conditions that are normal and expected in the job.

a) Describe weights

<u>Type</u>	<u>How Heavy</u>	<u>What Percentage of the Time?</u>
N/A		

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	75%
Standing	10%
Walking	10%
Driving	5%

c) Describe any physical hazards present:

<u>Type</u>	<u>Percentage of time</u>
Driving to rural communities in potentially adverse weather conditions	4% (10 days)

d) Describe special physical conditions leading to discomfort:

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
<input type="checkbox"/>	potential for physical abuse from clients
<input checked="" type="checkbox"/>	regular critical deadlines
<input checked="" type="checkbox"/>	high level of irregular critical deadlines
<input checked="" type="checkbox"/>	constant interruptions
<input type="checkbox"/>	instructions from more than one source
<input checked="" type="checkbox"/>	students or staff under work related stress
<input type="checkbox"/>	Other:

f) Travel Required

a)	average number of trips annually	5
b)	average number of days per trip	2
c)	average distance per trip	750 km

d)	most frequent mode of transportation	Aircraft and/ or auto
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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
Classification Level: Mgmt L4

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

Title: Director, Admissions & Enrolment Management
Classification Level: ME L5

SUBJECT POSITION TITLE:

Manager, Student Support Services
Classification Level: 10

SUBORDINATE POSITIONS:

Title: Counsellor
Classification Level: 9
No. of Employees: 3

Title: Accessibility Advisor, Accommodations
Classification Level: 8
No. of Employees: 1

Title: Accessibility Advisor, Learning Strategies
Classification Level: 8
No. of Employees: 1

Title: First Nations Student Navigator
Classification Level: 8
No. of Employees: 2

Title: Writing Tutor
Classification Level: under review
No. of Employees: 1

Title: Student Engagement Coordinator
Classification level: 8
No. of Employees: 1

Title: Intramural Sports Coordinator
Classification Level: Currently under review
No. of Employees: 1

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 Director, Human Resources, in conjunction with this position's supervisor)

A. Minimum Knowledge, Skills, and Abilities Required

- Knowledge of the history of colonization, Canada’s residential school system and the nature of intergenerational traumas imposed on Indigenous people.
- Knowledge of the history of Canada’s education system failures toward Indigenous people according to Canada’s Truth and Reconciliation Commission (2015) , and the ongoing disparities in educational outcomes and access to education across the Yukon
- Relevant post-secondary or management experiences within human services
- Knowledge of and ability to apply trauma-informed practices while conducting procedurally fair investigations
- Applied understanding of procedural fairness and principles of natural justice
- Knowledge of restorative justice approaches to dispute resolution
- Excellent interpersonal problem solving and dispute resolution skills
- Extensive knowledge of case management and crisis response experience
- Knowledge of budget development and management methods and techniques
- Systems thinking knowledge and skills that demonstrate an awareness of how intersecting systemic inequities create and maintain barriers toward equity seeking groups and their ability to access postsecondary education in Canada.
- Knowledge of relevant legislation and institutional policies that require the university to carry out a “Duty to Accommodate”, particularly in relation to students with temporary or permanent disabilities
- Knowledge of issues pertaining to social equity globally and across Canada
- Ability to plan, organize, develop and supervise a variety of programs and services
- Ability to establish and maintain effective working relationships with senior academic leaders, faculty, staff, students, external agencies and community resources
- Excellent consensus-building skill sets
- Ability to initiate, anticipate, shape and adapt to emerging opportunities and priorities
- Demonstrated project and time management skills
- Excellent communication and report writing skills

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

Counselling credentials required. Graduate degree conferred in one of the following disciplines:

Social Work, Counselling, Counselling Psychology, Psychology, Psychoeducation, or other relevant discipline.

Registration with a relevant regulatory body required.

Certification as a Canadian Certified Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association preferred

Training, foundational certification or entry level course work in restorative justice approaches to dispute resolution required within one year of permanent appointment.

Foundational Violence Risk Assessment training and Violence Risk Triage training required within one year of permanent appointment

Valid Yukon Drivers License

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

SafeTALK Trainer certification considered an asset

ASIST Training for Trainers (T4T) considered an asset

Certification as a Threat Assessment Professional with the Canadian Association of Threat Assessment Professionals (CATAP) considered 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

.....

Date:

Date:

FOR HUMAN RESOURCE SERVICES USE ONLY:

<p>Evaluation Point Results: Knowledge and Skills: Accountability: Mental Demands: Working Conditions:</p> <p>Total Points: Pay Level:</p>
