#### Trent University LogoEXEMPT JOB DESCRIPTION

**Job Title:** Director, First Peoples House of Learning

**Job Number:** X-249 | VIP: 1052

**Band:** EXEMPT-9

**Department:** First Peoples House of Learning

**Supervisor Title:** Associate Vice President, Students

**Last Reviewed:**  November 16, 2023

#### **Job Purpose:**

Reporting to the Associate Vice President, Students, the Director, First Peoples House of Learning (FPHL) provides leadership for the department in supporting indigenous students across Trent.

The Director is responsible for developing and overseeing a long-term strategy to enhance indigenous student recruitment, enrolment, retention, graduation, and career transitions. This position is highly collaborative and fosters positive relations with stakeholders to contribute to the overall goals of the department in supporting indigenous student success.

The Director serves as an advisor to the University on indigenous protocols and relationship building; they advise and actively participate in leading indigenous initiatives and advancing Truth & Reconciliation.

#### Key Activities:

##### Leadership & Supervision

* Responsible for overseeing all functions of the department, in Peterborough and Durham, including financial management and budgeting, personnel, strategic planning, programming, and assessment.
* Hire, train and supervise FPHL professional staff and student staff.
* Develop and oversee an Indigenous Student Recruitment & Support Strategy to improve Indigenous student recruitment, retention and graduation throughout the university delivered via academic supports, cultural programs, personal supports, community partnership developments, and Indigenous initiatives.
* Monitor and review strategy and programs on a regular basis to ensure that they meet the needs of students, university and Indigenous communities and partners.
* Regularly meet with the Indigenous Education Council to report on effectiveness of programs, solicit input with regards to improvements and changing needs of communities.
* Responsible for planning and defining the human resources needs of FPHL staff at Peterborough and Durham campuses, including the establishment of clear roles, responsibilities, and tangible goals.
* Establish departmental supervisory policies, procedures, and training agendas. (e.g., hiring, supervision, performance management, training, etc.). Ensure consistency with institutional practices, culture, and legal requirements.
* Support the well-being of staff and students by debriefing critical incidents (including discrimination, racialized harassment, complex mental health and sexual violence incidents) and process vicarious trauma.

##### Student Recruitment, Supports & Services

* Provide direction in the development of indigenous student recruitment initiatives.
* Collaborate in setting and responsible for achieving targeted enrolment of indigenous students and provide direction for revised or new programs/services to achieve targeted enrolment, retention, and graduation rates.
* Collaborate with academic departments to facilitate indigenous student transfers and college-university partnerships.
* Develop and oversee programming to improve indigenous student retention, including academic & personal support programs.
* Direct the activities of FPHL staff to ensure programs for students are being delivered effectively and in a timely and student-centred manner.
* Engage with the Indigenous Education Council in the development and promotion of Indigenous Student support programs through meetings and attendance at university and community events.
* Assist in developing partnerships with First Nations, Metis and Inuit communities, other indigenous communities and organizations, and other institutions to develop bridges to university education, recruitment campaigns, credit transfer agreements, and programming collaboration.
* Facilitate partnerships with campus partners to ensure holistic and seamless supports for indigenous students.

##### Outreach & Partnerships

* Connect regularly with university and indigenous communities to develop a shared vision of supportive learning environment.
* Design initiatives that will enhance the visibility of the First Peoples House of Learning within the university and to external communities. Promote the FPHL as a space of interaction and education both for Indigenous peoples and with the university and outside communities.
* Lead the development and implementation of programming initiatives (including the Elders’ Gathering, visiting elders program).
* Create and support advisory circles as appropriate for initiatives such as the Elders gathering to ensure necessary voices and perspectives are heard and included.
* Collaborate with the Chanie Wenjack School to support initiatives like the Foundations of Indigenous Learning program, and the Indigenous Studies PhD program.
* Seek out partnerships that enhance and provide direct benefit to indigenous student supports and services.
* Participate in fostering relationships with community agencies, organizations, and First Nations and Metis Councils; and acts as liaison for local First Nations, and the Elders and Traditional Knowledge Holders council.
* Serve as representative to Council of Ontario Universities Aboriginal Reference Group and appropriate government bodies on policy development and government relations.

##### Cultural & Advisory Services

* Serve as a subject matter expert and advisor to the institution on indigenous protocol, customs, and relationship building.
* Develop initiatives to promote cultural humility and the respect for and incorporation of Indigenous knowledge both within and outside the classroom; partner with other campus stakeholders to incorporate Indigenous awareness and advocacy.
* Coordinate with the School and External Relations & Development Office on pan-university indigenization initiatives and strategy.
* Oversee new programs and initiatives related to integrating indigenous knowledge across the university, with particular attention to other student services.
* Manage space and programs to support cultural and holistic wellness for indigenous learners at Trent.

##### Administration & Finance

* Lead the application and reporting process for any Ministry-based funding to support Indigenous student success initiatives, and any other appropriate grants or funding opportunities.
* Report on the effectiveness of student support programming and identify/address areas of development.
* Prepare and provide oversight to all budgetary processes within the department.
* Collaborate with partners including the IEC and its Co-chairs in preparing presenting and approving reports for internal stakeholders including Senate, and for the Ministry and other funding agencies. Ensuring good stewardship, planning and accountability with respect to funding.
* Collaborate with Trent Advancement to fundraise for programming and initiatives to support Indigenous students and to promote Indigenous knowledge.

#### Education Required:

* Master’s degree in a relevant field such as higher education administration, education, Indigenous Studies or related field; or a combination of university education and relevant work experience.

#### Experience/Qualifications Required:

* A minimum of seven to ten years of experience in administrative capacities in areas relevant to Indigenous postsecondary education.
* Experience with supporting indigenous student transitions, cultural support, and success.
* Demonstrated ability to form strong community partnerships both within the university and with local Nations and community organizations.
* Demonstrated ability to manage staff, projects, grant applications, programming.
* Excellent communications and conflict resolution skills, empathy, and collaborative skills.
* Demonstrated ability to promote Indigenous Knowledge and culture.
* Demonstrated familiarity with post-secondary systems including internal decision-making, funding, and college to university transfer arrangements.
* Knowledge of an Aboriginal language strongly preferred.

#### Supervision:

* Provide training, guidance, and direction, assigning and monitoring work for accuracy and completion and providing input into staffing decisions and performance evaluations.

**Job Evaluation Factors:**

Managers are requested to fill out the section below for job evaluation purposes.

##### Analytical Reasoning

*The position requires an ability to understand, analyse and synthesize complex data that is often not well defined, organized or contradictory. For example, in the area of recruiting, the incumbent should be able to understand and explore linkages between marketing and promotion activities and Indigenous student application and admission rates. The incumbent should also possess an ability to understand, analyse and choose between competing goals, objectives and preferred courses of action.*

##### Decision Making

*The position will require broad day-to-day decision making abilities and the ability to strongly contribute to longer term strategic decisions. For example, in preparing the university’s Indigenous Education strategy, the incumbent will have to devise a development process that involves members of the entire university community as well as members of local indigenous communities.*

##### Impact

*The position has a high impact on the recruitment and retention of indigenous students and on the reputation of Trent as a first choice for Indigenous students. For example, the decisions around marketing and promotion or admissions processes have significant consequences on enrolment and university finances.*

##### Responsibility for the Work of Others

*Direct Responsibility for the Work of Others:*

* Cultural Advisor*

* Indigenous Student Success Coordinator*

* Indigenous Access & Mentorship Coordinator*

* Indigenous Enrolment Advisor x2*

* Project Coordinator*

* Student placements*

##### Communication

##### *Internal:*

##### *Collaborate and consult with the following positions to achieve the aims of the Aboriginal Education Strategy:*

##### * Chair, Indigenous Studies*

##### * Trent University Native Association (TUNA student association)*

##### * Senate Committee on Indigenous Education*

##### * Chairs, other university departments, schools and programs*

##### * Registrar*

##### * Academic Advisors*

##### * Student Services/Student Affairs Directors and Staff*

##### * Director, Trent International Program*

##### * Co-chairs, Aboriginal Education Council*

##### *External:*

##### * Ontario Ministry of Advanced Education, Training and Skills Development*

##### * First Nation Councils and Administrations*

* Métis Organizations, Aboriginal Friendship Centres*

##### * Native Education Counsellor Associations*

##### * Other Directors of Indigenous Student Support Units in Ontario and Canadian universities and colleges*

##### * Aboriginal cultural and service organizations*

##### Motor/ Sensory Skills

* Ability to use a keyboard and mouse for preparation of reports, responding to email, etc. using a computer. Strong knowledge of Microsoft Office suite.*

##### Effort

*Mental:*

* Ability to sustain mental focus for lengthy periods of time required for meetings and reading.*

*Physical:*

* No special physical abilities required*

##### Working Conditions

*Physical:*

* Prolonged periods of time sitting at a computer, in meetings*

* Climbing stairs to second floor office*

* Occasional driving and travel requiring more than one hour*

*Psychological:*

* Flexibility in meeting shifting demands and priorities*

* Ability to manage multiple tasks and demands*

* Frequent dealing with sensitive student concerns*

* Frequent dealing with Aboriginal and University stakeholder sensitivities*

* Frequent encounter with conflicting goals, objectives, and preferred course of actions*