



**Four Directions**  
Indigenous Student Centre



## Four Directions Indigenous Student Centre

---

<b>Position:</b>	Indigenous 2SLGBTQ+ Program Assistant
<b>Term:</b>	June 5 <sup>th</sup> 2024 – April 2025
<b>Remuneration:</b>	\$18/hour for 15 hours per week during summer and 3 hours per week during academic year
<b>Deadline to apply:</b>	May 12 <sup>th</sup> , 2024 (or until position is filled)

---

### Background:

Four Directions Indigenous Student Centre (FDISC) strives to be a home away from home for Indigenous students. FDISC provides holistic support (emotional, physical, spiritual, and mental) to Indigenous students at Queen's University by offering cultural counselling, academic advising, support services, feasts, social, and cultural activities. Queen's Yellow House is a centre for equity and inclusion which seeks to support BIPOC, racialized, and 2SLGBTQ+ students at Queen's through advising, connecting students with resources, creating resources, advocating for systemic changes through involvement in working groups and committees, and designing and delivering programming for equity deserving students.

The Indigenous 2SLGBTQ+ Program Assistant will work closely with the Indigenous Advisor at Four Directions Indigenous Student Centre and the Sexual and Gender Diversity Advisor at Yellow House to develop and execute programming, initiatives, communications, and events that engage Indigenous 2SLGBTQ+ (Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer) students at Queen's University. The Indigenous 2SLGBTQ+ Program Assistant will also be in a student leadership/ role model position for students on campus and as such will also be encouraged to form meaningful relationships with their peers and promote overall wellbeing for Indigenous 2SLGBTQ+ students in particular.

## Key Duties:

- Conduct an environmental scan of Indigenous 2SLGBTQ+ student events, programs, and services at post-secondary institutions across Turtle Island;
- Create resource lists and other educational materials related to Indigenous 2SLGBTQ+ student experiences and needs;
- Co-plan and co-facilitate social events/programs for Indigenous 2SLGBTQ+ students;
- Serve as an energetic and enthusiastic support for Indigenous 2SLGBTQ+ students in navigating the post-secondary environment;
- Help facilitate and encourage attendance at the FDISC, Yellow House, and other social programming;
- Attend and participate in FDISC and Yellow House events/programs;
- Ensure programming is inclusive, accessible, and meets diverse participant needs;
- At discretion of the FDISC and Yellow House staff, liaise with various stakeholders, including but not limited to equity-deserving student leaders and groups, interested campus partners, and others;
- Represent FDISC and Yellow House within the Queen's community, Indigenous community, 2SLGBTQ+ community, and the larger community at events, on social media, and during recruitment opportunities;
- Report to, and work closely with, the Indigenous Advisor at Four Directions Indigenous Student Centre and the Sexual and Gender Diversity Advisor at Yellow House;
- Maintain records of event/program attendance for reporting purposes;
- Assist with the creation of evaluation methods and tools to support future Indigenous 2SLGBTQ+ events/programming at FDISC;
- Write program reports following the completion of events and activities, including analyzing feedback and making recommendations for future years;
- Event planning experience is an asset;
- Participate in training, programs, and activities;
- Provide administrative support as needed (answering front desk/front door inquiries, assisting staff with maintaining physical space, provide back-up support to in-office staff by assisting with regular duties);
- Conduct yourself according to the Queen's Academic Integrity Policy (<https://www.queensu.ca/academicintegrity/home>);
- Conduct yourself according to the Queen's Student Code of Conduct ([http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Code\\_of\\_Conduct\\_final\\_2008.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Code_of_Conduct_final_2008.pdf)); and
- Other duties as assigned.

**Skills Required:**

- Possess an interest, passion, and enthusiasm for supporting other Indigenous 2SLGBTQ+ students;
- Conduct self in a respectful, non-judgmental, and supportive manner;
- Demonstrate leadership potential;
- Possess excellent time management and organizational skills;
- Effective open and on-going communication and interpersonal skills;
- Maintain confidentiality with student information at all times;
- Familiarity with on-campus services such as Yellow House, SASS, Student Wellness Services, Career Services, Division of Student Affairs, and embedded faculty resources;
- Proficient in Microsoft Office applications (Excel, Outlook, Word, and PowerPoint); and
- Experience and comfortability with creating and sharing social media posts (written, images, and videos); and
- Experience in creating promotional materials using programs such as Canva would be an asset.

**Eligibility:**

- Full-time equivalent Queen's undergraduate or graduate student with at least one year experience as a Queen's student;
- Documentation to show that students meet one of the following criteria:
  - Indian status cards from First Nations who are federally recognized and those listed on the Indigenous & Northern Affairs Canada website (<https://fnp-ppn.aadnc-aandc.gc.ca/fnp/Main/Search/SearchFN.aspx?lang=eng>);
  - Non-Status First Nations applicants may provide their parents and/or grandparents Indian status card;
  - A membership card indicating that they are a Non-Status First Nations who are currently in a court case (example: Algonquin <https://www.ontario.ca/page/algonquin-land-claim#section-5>);
  - Métis citizenship from organizations that are members of the Métis National Council (<https://www2.metisnation.ca/>);
  - Nunavut Trust Certificate card or Inuit roll number or;
  - American Indian, Alaskan Native, or Native Hawaiian citizenship document from tribes that are state (<https://www.ncsl.org/research/state-tribal-institute/list-of-federal-and-state-recognized-tribes.aspx>) or federally (<https://www.bia.gov/tribal-leaders-directory>) recognized;
- Must have demonstrated connection with an Indigenous community and other Indigenous networks;

- Must be able to work in person at FDISC and YH (some flexibility over the summer is possible);
- Must self-identify as 2SLGBTQ+ (which does not include allies at this time); and
- Good academic and student conduct standing;
- Submit a satisfactory Canadian Police Information Check (CPIC) and Vulnerable Sector Check within 2 weeks of beginning the work term. They will be responsible to maintain a clean CPIC and Vulnerable Sector Check for the duration of their employment in this role. \*Please note: successful candidates are eligible to have the cost of their CPIC reimbursed. Please keep your receipt and connect with the Indigenous Advisor to request this\*.

**Time Commitment:**

- Summer term: \$18/hour for 15 hours per week (June 2024 – September 2024)
- Academic term: \$18/hour for 3 hours per week (September 2024 – April 2025)

**Benefits:**

- Build meaningful relationships with other Indigenous students, FDISC staff, and campus partners;
- An employment opportunity that is flexible with your academic schedule;
- Develop and practice critical workplace skills; and
- Give back to the Indigenous 2SLGBTQ+ student community on campus.

Please send Indigenous citizenship documentation, resume, and cover letter to Shannon Beckstead, Indigenous Advisor, via email at [Shannon.beckstead@queensu.ca](mailto:Shannon.beckstead@queensu.ca)

*We are committed to employment equity and diversity in the workplace and welcome applications from individuals from equity seeking groups such as women, racialized/visible minorities, Indigenous/Aboriginal peoples, persons with a disability, persons who identify in the LGBTQ2S+ community and others who reflect the diversity of Canadian society.*