



Algoma University is committed to undoing systemic and institutional discrimination and being publicly transparent and accountable. Diversity, equity, and inclusion are fundamental to our Special Mission. In keeping with the Seven Grandfather teachings that are the core values that inform our decisions as an institution, we are committed to creating a welcoming, inclusive, respectful, and safe environment where everyone belongs. We live these values through the strength and richness that diversity brings to our workforce and welcome contributors from equity-deserving groups including: Indigenous Peoples, Black and racialized persons, women, Persons with Disabilities, 2 Spirit, Lesbian, Gay, Bisexual, Transgender, and Queer persons.

Job Title: Indigenous Student Success Advisor, Learners Early Access Program (LEAP)
Staff Bargaining Unit

Position Status: Permanent, Full-Time (35 hrs/week)
OSSTF

Department: Student Success & Wellbeing

Supervision Received: Manager, Learners Early Access Program (LEAP)

Supervision Exercised: Student Assistants

Location: Greater Toronto Area (GTA), ON

PRIMARY FUNCTIONS:

A. Academic Advising & Support Responsibilities	60%
B. Partnership & Relationship Building	30%
C. Administrative Responsibilities	10%
TOTAL	100%



As part of Algoma University's ongoing commitment to Indigenization, equity, diversity, and inclusion, the institution is seeking a Student Success Advisor, Learners Early Access Program (LEAP) who is passionate about initiatives that break down barriers and provide accessibility and pathways for traditionally underrepresented and marginalized learners. Working in partnership with the local school boards, the University is excited to launch this early access program designed to initiate a structural and systemic change in academic program delivery and create a positive social impact.

Reporting to the Director, Student Success & Wellbeing, the Indigenous Student Success Advisor, LEAP offers equitable academic, personal, and career advising focusing on the unique needs of First Nation, Métis, and Inuit students. This position will work towards equitable outcomes for improved Indigenous student success and achievement rates. The incumbent will work closely with the Algoma LEAP core team in addition to school districts, campus offices such as Student Success & Wellbeing, Student Life, and community partners to ensure student success and program completion.

RESPONSIBILITIES:

A. Academic Advising & Support Responsibilities (60%)

- Lead and implement academic and program support to meet the unique needs of First Nation, Métis, and Inuit students and their families to obtain an Ontario Secondary School Diploma (OSSD) and successfully transition into post-secondary education.
- Foster a safe and inclusive environment to assist students develop skills to successfully meet the demands of OSSD, Algoma University courses, and Game Developer Certificate completion through an access, opportunity, and equity lens.
- Provide proactive individual wraparound support to assist students to navigate and succeed within Algoma LEAP.
- Assess and develop individual learning plans with agreed upon goals.
- Monitor student academic progress and meet with students at frequent and regularly scheduled times, intervening as appropriate to assist those students having difficulty with necessary referrals to mental health and other resources.
- Gauge student success by tracking the progress of individual students through the use of such measures as anecdotal reports, behaviour and academic tracking sheets, parent reports, lates, suspensions, academic results, incident reports, parental involvement, etc.
- Work with the student, family, teachers, faculty and other school staff in order to help students to develop a plan to achieve regular school attendance and credit accumulation.
- Be available and responsive to students during scheduled hours.



- In collaboration with the Student Success Team, ensure deliverance of academic support workshops including, but not limited to, learning strategies, time management, organizational skills, peer-to-peer tutoring, etc.
- Collaborate with University departments to provide career and university application preparation, and financial aid guidance.
- Develop enrichment activities, events, and field trips to enhance cohort development and student engagement.

B. Partnership and Relationship Building (30%)

- Build and establish relationships with various service agencies including local First Nation, Métis, and Inuit organizations serving the community and students.
- Assemble a “Circle of Caring Adults” that will include Indigenous community members, Elders, and health and social services professionals that will facilitate the provision of customized and personalized support to Indigenous students.
- Work directly with school board administration in addition to the departments of Student Success & Wellbeing, Student Life, and Office of the Registrar staff in relation to the needs of individual students.
- Communicate with parents and the community, including an initial letter of introduction.
- Develop and maintain a close working relationship with school district personnel and other board support staff through regular monthly staff meetings and regular school visits and/or contacts.

C. Administrative Responsibilities (10%)

- Prepare reports and compile statistics as required.
- Prepare for meetings between school personnel and parents/guardians to address school concerns.
- Facilitate contact with appropriate support services for youth and their families.
- Develop a process for staff referral that includes how referrals are submitted, and by whom.
- Organize and/or participate in phone calls and case conferences for families as requested by staff and/or youth or families, both inside and outside the regular school day.
- On referral, collect all relevant information on students received from school personnel, as well as student interviews. Information may also be gathered from home visits with parent/guardian and community agencies involved with child and family with written permission from the families involved.

WORKING CONDITIONS:

Physical Effort

Minimal

Some lifting/physical effort required for transportation of



materials and setup for events

Physical Environment

Minimal:

Minimal exposure to unpleasant/disagreeable conditions

Sensory Attention

Moderate:

Moderate need for detailed/precise work to be completed while accommodating regular interruptions

Mental Stress

Moderate:

Work activities are performed with occasional exposure to one or more mental pressures but the stress would not be noticeably disruptive to the work nor result in unpleasant reaction (i.e. normal deadlines, client interactions, repetitive work, etc).

MINIMUM QUALIFICATIONS

- Undergraduate degree in Social Work, Psychology, or a related field, and a minimum of two (2) years of experience working with secondary and post-secondary students, including students of underrepresented, racialized, marginalized backgrounds, and those who self-identify as First Nations, Métis, and/or Inuit, or an equivalent combination of education and experience, is required.
- Knowledge of secondary and post-secondary student development or personality theory. Excellent listening and guidance skills with the ability to relate to students and their families.
- Lived experience as a First Nation, Métis, or Inuit person, international learner, racialized person, or a member of an equity-deserving group, preferred.
- Knowledge of Indigenous traditional teachings, cultures, perspectives, values, and history with connections to local Indigenous communities, is preferred.
- Skilled in building trusting, respectful and safe relationships with Indigenous youth.
- Must have experience or demonstrated ability to work effectively with youth from diverse backgrounds in an academic or community setting.
- Experience or demonstrated commitment to supporting diversity, equity, access, inclusion, and wellbeing is considered an asset.
- Demonstrated knowledge of the youth service sector and ability to access and navigate local community resources to support students and their families.
- Demonstrated experience/ability to relate to students, including the ability to motivate them and form trusting mentor/mentee relationships.
- Demonstrated ability to assess student needs (social, emotional, academic).
- Ability to lead new programming development and evaluation in student wellbeing services.
- Demonstrated ability to work both independently and as an effective team member.



- Understanding of the importance of abiding by confidentiality standards.
- Excellent written, presentation, and communication skills.
- Excellent interpersonal and relationship skills.
- Excellent organizational and prioritization skills.
- Ability to manage time efficiently, and meet deadlines.
- Ability to manage competing priorities in a dynamic fast-paced environment with multiple interruptions.
- Knowledge of G-Suite applications and student records systems is considered an asset.
- Ability to work evenings and occasional weekends, in order to meet program needs.
- Vulnerable Police Sector check is required.

Salary Scale: \$58,996 to \$73,745 annually

**Please submit a resume and cover letter (combined PDF) to
talent.acquisition@algomau.ca no later than 4:00 p.m. on March 5th, 2024.**

Algoma University is strongly committed to fostering diversity and inclusivity within our community and is an equal-opportunity employer. The university invites and encourages applications from all qualified individuals who would contribute to the further diversification of our Institution, including equity-deserving groups that are traditionally underrepresented in employment (Indigenous peoples, racialized persons, women, persons with disabilities, and 2SLGBTQQIPA+ persons).

In accordance with the Accessibility for Ontarians with Disabilities Act, 2005, upon request, accommodation will be provided by Algoma University throughout the recruitment, selection, and/or assessment process to applicants with disabilities.