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JOB POSTING

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:	**Manager, Learners Early Access Program (LEAP)** *Administration*
Position Status:	Temporary, Full-Time (2-year contract) Non-Union
Department:	Student Success & Wellbeing
Supervision Received:	Director, Student Success & Wellbeing
Supervision Exercised:	Student Success Advisors (2) Learner Early Access Program (LEAP)
Location:	Brampton, ON
# of Positions:	1

PRIMARY FUNCTIONS:

A.	Implementation - Program Goals, Action Plans, and Evaluation/Research Study	40%
B.	Coordination and Alignment - Student services, Academic Supports, and Overall Student Experience	30%
C.	Champion of I-EDI, Community Advocacy and Partnerships	20%
D.	Administration	10%
	TOTAL	**100%**

As part of Algoma University's ongoing commitment to Indigenization, equity, diversity, and inclusion, the institution is seeking a Manager, Learners Early Access Program (LEAP) who is

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passionate about leading 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.

The Algoma University Learners Early Access Program ("Algoma LEAP") is a partnership between the Peel District School Board (PDSB), the Dufferin-Peel Catholic District School Board (DPCDSB), and Algoma University. Student cohorts beginning in their senior year of secondary school will have the opportunity to earn six university credits (two courses) and a minimum of one micro-credential while completing their requirements for the Ontario Secondary School Diploma (OSSD). These cohorts will experience engaging activities that provide insight into the life of a university student designed to create high rates of student success. Students may continue to experience high levels of wrap-around support as they move into the second year of the program and the completion of year one of a four-year undergraduate program. The University's vision for the program is to support students that successfully complete ten of ten courses by the end of the second year of Algoma LEAP.

Working closely with the PDSB and DPCDSB in Brampton, and Algoma University's departments of Student Success & Wellbeing and Student Life, the Faculty of Science and School of Computer Science, the Faculty of Business and Economics, and the Registrar's Office, this Manager will facilitate the implementation of the program, with emphasis on ensuring the successful retention of equity-deserving students from their high school experience at the University into the first year of a university undergraduate program.

RESPONSIBILITIES:

A. Implementation - Program Goals, Action Plans, and Evaluation/Research Study (40%)

- Manage the implementation of the first program cohort.
- Implement the program plan ensuring the growth of the program, with a goal of doubling participants up to 200 in the first year of programming.
- Monitor program efficacy and quality of services to learners ensuring responsive wrap-around student services designed for under-represented and at-risk learners.
- Collaborate with Algoma University departments and staff, and the school district staff to monitor and ensure the program's overall success, while sharing evidence-based best practices for overall student success and retention.
- Work closely with researchers from school districts and NORDIK Institute to track the program's success for 2+ years in accordance with quality assurance standards, meeting the objectives of all institutions and ensuring student success.
- Coordinate AU activities with school district teachers ensuring they meet the curricular objectives of both institutions.
- Provide leadership to increase program opportunities and advocacy both for the program and for equity-deserving students.

- Coordinate the oversight of dual credit courses in LEAP.
- Ensure timely completion of reports, and grant submissions including, but not limited to, Ontario Post-Secondary Access & Inclusion Program (OPAIP) funding.
- Supervise LEAP Student Success Advisors who offer quality academic, personal, and career advising and referral to other supports to balance university and life skills for approximately 200 students in both the high school. programming (targeting grades 11 and 12) and the cohort moving into Algoma's first year of undergraduate programming.
- Collaborate with LEAP Student Wellbeing Advisor who offers wellness programming.
- Ensure cultural sensitivity, understanding, and advocacy.

B. Coordination and Alignment - Student Services, Academic Supports, and Overall Student Experience (30%)

- Manage and oversee the LEAP student success strategy and academic support structures that has as its goal for students to achieve completion of ten university courses by the end of their first year at university, in coordination with the Department of Student Success & Wellness.
- Plan, design, and implement student experiences such as academic workshops, cohort development (enrichment & cultural activities), university preparatory components (university visits,/field trips/financial aid/campus life skills/academic integrity training), health and wellness activities, and mentoring by upper year LEAP peer mentors.
- Collect data on enrolment targets, conversion of OSSD students to PSE, and student success.
- Work with NORDIK to determine success metrics and ensure the successful achievement of outcomes and metrics in Algoma-LEAP.
- Make available student supports designed to assist at-risk students, necessary for their academic and personal success, and to experience an overall supportive university experience.
- Collaborate with representatives from partner school boards, and other relevant external partners representing diverse and under-represented communities, to develop experiential learning opportunities for students.
- Liaise with relevant Faculty Deans to develop experiential learning opportunities (e.g. Computer Science applications, eSports Business).

C. Champion of I-EDI, Community Advocacy, and Partnerships (20%)

- Work with communities and partners in Brampton to build and maintain relationships to support culturally appropriate wrap-around service models for equity-deserving students and their families.
- Build partnerships and connect with organizations and communities representing diversity and under-represented communities.
- Ensure all services meet the needs of diverse students (e.g. workshops, enrichment, and cross-cultural activities).
- Advocate for Algoma LEAP students and community partners to facilitate relationship building.
- Establish and maintain partnerships with community services to increase access and expand student support.

D. Administration (10%)

- Supervise staff, adhere to University policies and procedures, budgeting and forecasting, performance management, and responding to inquiries.
- Adhere to school district policies and procedures, and all applicable Algoma U policies, frameworks, and guidelines.
- Track and maintain student feedback through mid-term strategies, student stratification, and feedback surveys.
- Plan, coordinate, and lead I-EDI training sessions for faculty, staff, and students.
- Collaborate with NORDIK Institute to conduct research to determine the success of the program.
- Oversee administration of bursaries.

WORKING CONDITIONS:

Physical Effort

Moderate
Sustained periods of sitting & keyboarding; set-up and take-down of student events/activities, including the possibility of lifting, may be required

Physical Environment

Considerable Physical or Moderate Hazardous
Frequent work with situations where there may be need to engage in intervention, and front-line service demands with limited level of control, or travel to meet existing or potential new community partners.

Sensory Attention

Moderate
Sensory effort is required to achieve accuracy with providing academic advising and ensuring accountability of student records, while maintaining confidentiality and accommodating regular interruptions including front-line service demands with limited level of control that may cause backtracking to resume work

Mental Stress

Considerable
Requires sensitivity to students with various emotional, personal, and social issues/concerns/needs to ensure confidentiality and immediate response to students from a cross-cultural lens; sensitivity and intervention for students with various cultural and language issues/barriers; sensitivity and tact with building external relationships.

MINIMUM QUALIFICATIONS

Undergraduate degree in Education, Psychology, Social Work, or a related discipline, a minimum of three (3) years of experience working in secondary school or post-secondary education, and/or a minimum of four (4) years of demonstrated experience in managing and/or developing post-secondary programs through an I-EDI lens, or an equivalent combination of education and experience, is required.

- Experience in supporting diverse individuals, recognizing the diversity of experience in gender identity, sexuality, race, age, class, family status, ability, Indigeneity, immigration status, language, religion, ethnic origin, and intersecting identities operating from a cultural safety lens.
- Lived experience as an international learner, racialized person, or a member of an equity-deserving group, preferred.
- Demonstrated ability to assess diverse student needs (academic, emotional, and social).
- Demonstrated ability to build community partnerships and relationships.
- Training and lived experience in equity, diversity, and inclusion in an environment with diverse people.
- Ability to lead new programming development.
- Understanding of the importance of abiding by confidentiality terms.
- Familiarity with G-Suite, office productivity software, and student records systems.
- Excellent communication and interpersonal skills.
- Ability to manage time and shift priorities in a fast-paced work environment, while meeting deadlines.
- Proven ability to work both as a team member and independently.
- Experience tracking and monitoring the development and implementation of complex multi-year projects.
- Experience interpreting Ontario Secondary School Diploma requirements.
- Commitment to understanding Algoma University's Special Mission, the Seven Grandfather Teachings, and AU's values with respect to equity, diversity, inclusion, decolonization, and Indigenization.
- Vulnerable Sector Check required.

Salary Scale: **$89,622 to $112,028 annually**

**Please submit a resume and cover letter (combined PDF) to
talent.acquisition@algomau.ca no later than 4:00 p.m. on May 13, 2024.**

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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.

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