



Four Directions
Indigenous Student Centre



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Position:	Indigenous Senior Mentor (1 position)
Term:	June 2026 – April 2027*
	* virtual/remote training sessions and remote work over the summer
Remuneration:	\$21.60/hour
Deadline to apply:	May 27 th , 2026 (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.

First year transition to university can be, for some students, a challenging time. The Indigenous Peers program matches upper-year Indigenous students with first year Indigenous students. This provides first year Indigenous students with the opportunity to learn from an upper-year Indigenous student who can share their experiences of being a first year student and how they successfully completed one or more academic years at Queen's U. The goal of the program is to assist students in navigating the transition and developing skills needed to be successful at university. Indigenous peer mentors form meaningful relationships and promote wellbeing for Indigenous students.

Reporting directly to the Indigenous Advisor, the Senior Mentor will provide additional program support and leadership. The Senior Mentor will work closely with the Peer Programs Coordinator (SEO) and QSuccess Senior Mentors including attending team meetings and acting as a bridge between FDISC's Indigenous Peer Mentor program and the SEO's QSuccess Peer Mentor Program.

The Indigenous Peer Mentor Program operates based on a team structure and, as such, Senior Mentors will have the opportunity to provide leadership to a team of incoming and returning Mentors, to exchange feedback about the mentor process, successes and challenges of their respective coaching roles. Senior Mentors are responsible for meeting weekly with their support team and with program staff. They will also provide program support (training and administration) throughout the academic year.

Key Duties:

- Provide leadership and support to teams of new and/or returning Indigenous Peer Mentors;
- Facilitate small team meetings with their mentor team, exchange feedback about the mentor role including successes and challenges of their respective roles;
- Build a positive relationship and rapport with Indigenous students and staff;
- Engage mentors in activities meant to build connections and create a welcoming and inclusive space;
- Proactively reach out to their assigned mentors, encourage positive progress towards goals, and engage in problem-solving if difficulties arise;
- Complete on-going documentation of job-related activities and other administrative tasks;
- Proactively ensure any potential concerns and activities are communicated to the Indigenous Advisor;
- Work collaboratively with Senior Mentors within the QSuccess Mentor Program (SEO) and attend Senior Mentor Team meetings;
- Manage the online mentoring platform MentorCity including communicating with mentors, facilitating discussion boards, and other administrative tasks;
- Act as a positive role model (i.e. model effective problem solving skills, academic study skills, and self-care strategies);
- Be a resource to mentors and refer them to appropriate campus resources, when necessary;
- Help facilitate and encourage attendance at the FDISC and other social programming;
- Represent FDISC within the Queen's community, Indigenous community, and the larger community at events, on social media, and during recruitment opportunities;
- Co-plan and co-facilitate social events for mentors and mentees either in person or virtually;
- Report to, and work closely with, the Indigenous Advisor to ensure connection with FDISC;
- Participate in training, programs, and activities;
- 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.uslcwww/files/files/policies/senateandtrustees/Code_of_Conduct_final_2008.pdf); and
- Other duties as assigned.

Skills Required:

- Experience working in a leadership role among peers;
- Possess excellent written and oral communication skills;
- Experience providing personal support and forming helping relationships (e.g., mentoring, coaching, or tutoring);
- Demonstrated initiative and self-motivation;
- Ability to set priorities to meet deadlines and possess excellent organizational skills;
- Demonstrate good decision-making and creative conflict management/problem-solving skills;
- Possess an interest, passion, and enthusiasm for supporting other Indigenous students;
- Conduct self in a respectful, non-judgmental, and supportive manner;
- Effective open and on-going communication and interpersonal skills;
- Maintain confidentiality with student information at all times;
- Familiarity with on-campus services such as 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).

Eligibility:

- Full-time equivalent Queen's undergraduate or graduate student with at least one year experience as a Queen's student;
- Previous experience providing 1:1 mentorship (students who previously worked as a 4D Indigenous Peer Mentor are preferred);
- Must have demonstrated connection with an Indigenous community and other Indigenous networks,
- 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*

- Documentation to show that students meet one of the following criteria:
 - Option 1 – Government Documentation
 - “Certificate of Indian Status” issued by Indian and Northern Affairs Canada that is current and not expired;
 - Certified copy of a Métis Nation Citizenship card from one of the four provincial affiliates (Métis Nation of Ontario including "complete citizenship" confirmation letter from the MNO Registrar, Métis Nation Saskatchewan, Métis Nation of Alberta, Métis Nation British Columbia) of the Métis National Council; or a valid membership card from one of the Metis Settlements of Alberta, the Northwest Territory Métis Nation, or the Manitoba Métis Federation;
 - Certified copy of a Nunavut Trust Certificate card or Inuit Enrollment card associated with one of the Land Claim Agreements in the claim regions of Nunavut, Nunatsiavut, Nunavik, and Inuvialuit;
 - Citizenship identification issued by a First Nation that has a modern Treaty and / or self-government agreement;
 - Membership card or other documentation indicating that the person is a Non-Status First Nation person who is a member of an Indigenous organization negotiating a treaty or other agreement with the federal and/or provincial governments; and
 - American Indian, Alaskan Native, or Native Hawaiian citizenship document from tribes that are state or federally recognized or recognized by the [National Congress of American Indians](#).
 - Option 2 – Applicant Self-Declaration
 - a statement about their existing lived experiences and ongoing relationship to a legally recognized and rights bearing¹ Indigenous community, Nation, or People. This includes specific information about the First Nation, Inuit, or Métis community such as their treaty, scrip, land claim, and territory or region; AND
 - The applicant will also be required to provide a letter of verification issued by a recognized First Nation, Inuit, or Métis community claimed by the applicant.

Time Commitment:

- 10 hrs per week during the first 2 weeks for virtual training (exact date TBD, estimated end of June);
- Approximately 5 hours/week for the remainder of the summer and into the academic year (option to work remotely over the summer with the requirement to work in person during the academic year);

- At the end of the term, mentors will participate in a debrief sharing circle to provide feedback on the program, and;

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 student community on campus.

Please send Indigenous citizenship documentation, resume, and cover letter to Jessica Parks, Indigenous Advisor, via email at jessica.parks@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.