

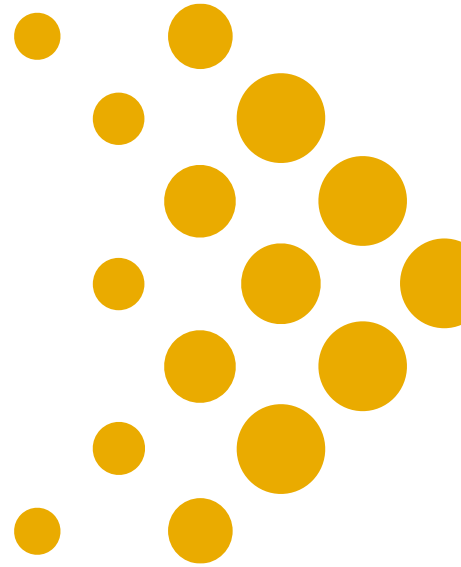


**University
of Manitoba**



Executive Brief

Dean, Faculty of Education





Organizational Profile

Since 1877, the University has been driving discovery and inspiring minds through innovative teaching and research excellence. The University of Manitoba is where imagination and action collide.

The University of Manitoba is western Canada's first university. Established in 1877, the University is located on the original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples and on the homeland of the Métis Nation. The University is Manitoba's only research-intensive university and one of the country's top research institutions. There are over 29,000 undergraduate and graduate students who study at the University, and more than 181,000 alumni spanning across 139 countries.

*99 U of M students have been awarded the prestigious **Rhodes Scholarship** – more than any other university in Western Canada.*

***170+ Undergraduate Research Awards** were awarded to U of M students in 2018, allowing students to be mentored full-time, receive a \$7,000 award to support their research, and gain valuable experience in their field of interest.*

Mission

To create, preserve, communicate, and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.

Vision

To take its place among leading universities through a commitment to transformative research and scholarship, and to innovative teaching and learning - uniquely strengthened by Indigenous knowledges and perspectives.

Values

To achieve its vision, the University of Manitoba requires a commitment to a common set of ideals. The University of Manitoba values: Academic Freedom, Accountability, Collegiality, Equity and Inclusion, Excellence, Innovation, Integrity, Respect, and Sustainability.



Organizational Profile

Strategic Plan

The University of Manitoba's strategic plan, Taking Our Place 2015-2020 will continue to guide UM in the development of the new plan in 2023 and UM remains committed to the following strategic priorities:

- INSPIRING MINDS through innovative and quality teaching
- DRIVING DISCOVERY AND INSIGHT through excellence in research, scholarly work and other creative activities
- CREATING PATHWAYS to Indigenous achievement
- BUILDING COMMUNITY that creates an outstanding learning and working environment
- FORGING CONNECTIONS to foster high-impact community engagement

Close to 2,000 faculty, staff and students have been consulted in the development of the interim plan, Our Shared Future: Building on Our Strategic Plan with focus on post-COVID planning. Feedback received reinforced that

the following five priorities will drive the UM's priorities until the launch of the strategic plan for the next five years:

- Support and sustain a post-COVID teaching, learning, research, and work environment. This includes our commitment, as one of Canada's top 15 research universities, to remain a leader in research excellence.
- Develop and publicize a university-wide anti-racism strategy.
- Enhance and expand opportunities for learning, including research opportunities for students.
- Deliver on our commitment to Indigenous achievement and engagement.
- Create a more accessible, equitable, diverse, and inclusive university.

This plan strengthens the University's commitment to Indigenous achievement and articulates a pledge to pursue relationships and dialogue with First Nations, Métis and Inuit peoples based on mutual trust, respect, and reciprocity.



Organizational Profile (Cont.)

The University of Manitoba is an important partner with Manitoba's post-secondary institutions and public-school boards in making Manitoba a global centre of excellence in Indigenous education, research, languages and cultures. Together, six universities, three colleges and the Manitoba School Boards Association signed the Manitoba Collaborative Indigenous Education Blueprint which articulates the collective commitment to Indigenous education.

To view the University's Strategic Plan, please visit:

- [University of Manitoba Strategic Plan 2020-2023](#)

To learn more, please visit:

- http://umanitoba.ca/admin/indigenous_connect/5851.html
- <https://umanitoba.ca>



Faculty of Education

The Faculty of Education at the University of Manitoba is the only one in the province that offers PhD programs. With over 1,000 undergraduate and graduate students, the Faculty leads in teacher education and educational research within Western Canada and beyond. The Faculty offers a robust suite of programs including undergraduate, post-baccalaureate diploma, Master's and PhD.

Mission

The mission of the U of M's Faculty of Education is to enhance the study and practice of education through teaching, research, scholarship, and service.

Vision

The Faculty of Education will be recognized as a leader in education for its contributions to teaching, research, scholarship and service. We will continue to provide students, faculty and staff with diverse learning experiences and support their professional growth and well-being. The Faculty will be known as a place for inquiry and innovation designed to encourage ongoing critical dialogue and action regarding education and learning across the lifespan. In pursuing this vision, we will foster respect, reciprocity, relationships, and responsibility amongst all members of the University community and beyond.

Graduate Programs

The Faculty's unique graduate programs provide experienced educators and other professionals with the opportunity to engage in advanced practice and research in a wide variety of areas in curriculum, teaching and learning and educational administration, foundations and psychology. Master of Education (MEd) programs are either thesis- or course-based and the PhD program is offered to cohorts in specific areas or as an individualized program.



Faculty of Education (Cont.)

Post-Baccalaureate Diploma in Education Program

The Post-Baccalaureate Diploma in Education (PBDE) is a flexible, 30-credit-hour program, that provides ongoing professional development for practicing teachers and administrators in many high priority areas such as advances in new curriculum, educational leadership, teaching English as an additional language, school counselling and teaching in inclusive classrooms. Although a diploma program unto itself, for some students, the PBDE also serves as a 'springboard' to the Master of Education program.

Bachelor of Education Program

U of M's Bachelor of Education (BEd) program provides beginning teachers with the knowledge, skills, and opportunities to develop the dispositions needed to be ethically responsible professionals in an ever-changing teaching and learning environment. BEd students benefit from a stream-based programs, strong university/school partnerships, international course offerings, opportunities to participate in professional/academic conferences, and co-curricular activities.

For more information on the Faculty of Education, please visit:

- <https://umanitoba.ca/faculties/education/research/index.html>
- <https://umanitoba.ca/education/sites/education/files/2020-09/2020-2023-strategic-plan.pdf>



Position Profile

Dean, Faculty of Education

The Dean, Faculty of Education is part of the University's senior leadership team and reports to the Provost and Vice-President (Academic). The Dean will be an innovative and inspiring leader who will help to advance the goals of the Faculty and to build on its strengths. The Dean must be committed to creating an exceptional and relevant student experience across programs, preparing future educators, supporting the Faculty's teaching, research and service responsibilities, and furthering its responsibilities with respect to Indigenous achievement and engagement. The Dean will continue to support and enhance its strong reputation in the community and continue to collaborate, advocate and build positive partnerships across the University, as well as locally, provincially, nationally and internationally.



Key Responsibilities and Priorities

Leadership

- Guide, lead, and delegate effectively in collaboration with faculty and staff and have the ability to provide authentic and inspirational leadership through educational relationships within the Faculty, University, and within the educational community more broadly.
- Lead collaborative conversations and appreciate the views of the collective in considering and developing the future of the Faculty.
- Effectively develop, implement and support a faculty strategic plan.

Research, Scholarly & Creative Excellence

- Continues to build on the Faculty's leadership in, and contributions to, Indigenous education research partnerships and initiatives.
- Demonstrated leadership and/or scholarship in areas related to social justice that exemplify a commitment to EDI more broadly as well as specific areas such as the LGBT2Q+ community, decolonization, feminism, persons with disabilities, and human rights.
- Support the growth of innovative research and research partnerships and collaboration in established and developing areas.
- Contribute to a thriving research culture for faculty and students by supporting and creating additional avenues for funding, engaging, and sharing research, scholarly work, and creative activities.

Key Responsibilities and Priorities (cont.)

Equity, Diversity and Inclusion

- Demonstrate deep commitment to proactive advocacy work regarding EDI.
- Take lead in decolonizing Faculty through anti-racism initiatives.
- Work collaboratively to establish strategies and initiatives that support equity-based systemic change in the Faculty.

Community Engagement

- Strengthen connections to Indigenous, Northern, and rural communities.
- Sustain and grow community partnerships, with the internal community as well as and externally at the local, national, and international level, that are meaningful, respectful, and reciprocal.
- Play an active leadership role in the development and stewardship of funds secured by external resources.
- Enhance opportunities to engage with alumni and donors in relevant and valuable conversations about education.
- Share and celebrate the contributions and impact of students, faculty, staff, alumni, and partners.
- Increase opportunities for students, staff, and faculty to be involved in community outreach programs that have a social impact.
- Support teaching, service, and research that extends to a wide and diverse range of educational partners and communities in Winnipeg, across Manitoba, as well as across Canada and internationally.

Teaching Excellence

- Provide leadership in Indigenous education and programs.
- Optimize the Faculty's capacity to offer programs to rural, northern and isolated areas.
- Place a high value on student experience and contribute to the supports and innovative programs and experiences students and faculty require for meaningful learning, research, and engagement in, with, and across a range of educational contexts.
- Is committed to developing and delivering programs that engender a sense of pride for current students and alumni.

Key Responsibilities and Priorities (cont.)

- Model ethical behaviour and make space for difficult and complex conversations in a respectful learning environment.
- Explore and implement innovative programming.
- Prioritize the inclusion of Indigenous perspectives in the Faculty's teaching and learning activities.
- Explore and strengthen innovative experiential education opportunities, pedagogies, and practices, include online learning, across all programs.

Work and Learning Environment

- Create mutually beneficial connections among students, faculty, and staff.
- Establish spaces for students, faculty, and staff to foster a learning community.
- Integrate Indigenous perspectives in the work and learning environment to advance Indigenous achievement.
- Work in collaboration with other units across the institution such as the Provost's Office to cultivate a Faculty culture in which respectful dialogue and debate contribute to a welcoming, engaging and inclusive environment.
- Increase student, faculty, and staff diversity to better reflect the communities in which we live and serve.

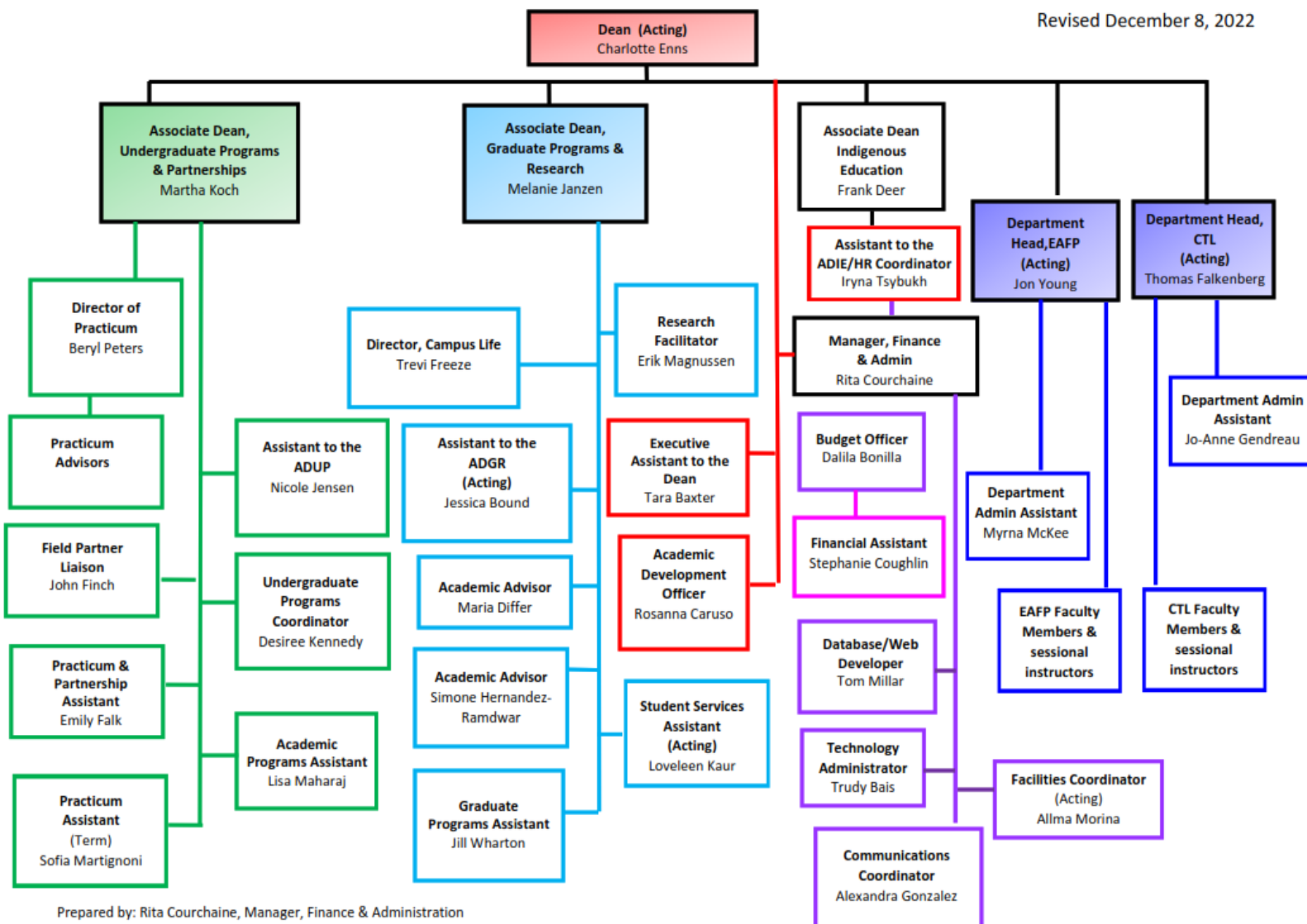
Indigenous Engagement

- Improve efforts to recruit and retain Indigenous students, faculty and staff.
- Understand the importance of the Faculty's role in reconciliation and the Truth and Reconciliation Commission of Canada: Calls to Action.
- Expand Indigenous educational programming opportunities at the undergraduate, post-baccalaureate, and graduate levels.
- Build and strengthen new and existing partnerships to support Indigenous engagement and achievement.
- Develop a welcoming and culturally safe Faculty that is supportive of Indigenous faculty, staff, and students.
- Increase awareness and understanding of Indigenous knowledges by sharing research and celebrating successes.

•

Faculty of Education Organizational Chart

Revised December 8, 2022



Experience and Qualifications

The next Dean of the Faculty of Education should possess:

- A PhD in an education-related discipline or an EdD.
- Be eligible for appointment to a tenured senior professorial rank at the University.
- A distinguished record of research, academic, teaching, administrative, and leadership experience.
- Previous experience with strategic planning and innovative programmatic developments.
- An understanding of and a proven commitment to Indigenous engagement, achievement, and overall success with consideration of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Demonstrated success in equity, diversity, inclusion, and anti-racism practices.
- Demonstrated experience in alumni engagement and internationalization.
- A sound knowledge of Canadian K-12 pedagogy, as well as the Canadian education system.
- Familiarity with the opportunities and challenges of teaching and/or administration in the Canadian education context.

Competencies and Personal Attributes

As the ideal candidate, you must demonstrate the following competencies and personal attributes:

Leadership Excellence

- A demonstrated sense of vision with a proclivity for generating new ideas and solutions, anticipating and preparing for the future, and inspiring and generating others' energy, enthusiasm, and desire to succeed.
- A demonstrated ability to foster an academic, professional, and respectful environment that supports the recruitment, engagement, development, and retention of talented faculty and staff from diverse backgrounds.
- A collaborative, consultative, and innovative leadership style.
- A commitment to collegial and collaborative governance and to effective faculty relations within a complex unionized context.
- The ability to navigate challenges within the Faculty with tact and sensitivity.

Competencies and Personal Attributes (cont.)

Academic Administration

- A demonstrated ability to be resourceful and to find creative solutions.
- Familiarity with academic program development, renewal, evaluation, and implementation.
- A commitment to teaching excellence with an understanding and appreciation of current and emerging approaches to teaching and learning.
- Foster and model a collegial and inclusive culture of trust and respect for faculty, staff, and students, that supports innovative work, social responsibility, collaboration, wellbeing, equity, and access and identifies shared values and embraces dialogue across differences.

Research Support

- A demonstrated ability to promote and support research opportunities.
- An appreciation for innovative and non-traditional forms of research, scholarship, and creative work, particularly Indigenous ontologies, and perspectives.
- Demonstrated skill in promoting graduate student training and enhancing and promoting graduate student research activities.
- An ability to support and mentor faculty members in their teaching and service efforts as well as in the development, growth, and impact of their research programs.

Communication and Relationship Building Skills

- A personal communication style that promotes inclusion and earns respect, trust, cooperation, and support within the Faculty.
- An ability to create and enhance mutually beneficial strategic partnerships across the University and with external stakeholders including the education sector, community organizations, government, Indigenous communities, and other important partners.
- An ability to represent the Faculty externally and articulate a clear, compelling vision for the Faculty of Education in order to engage stakeholders and attract external partners, including those from diverse groups.
- A commitment to advancing diversity, equity, and inclusivity and to applying these values in decision-making.

Competencies and Personal Attributes (cont.)

Capable and Responsible Administrative Management Ability

- A familiarity with strategic and operational planning, including decentralized budget models, faculty relations in a unionized environment, and human resource practices.
- An ability to consult, actively listen, coalesce, and successfully implement a collective vision and strategy.
- An ability to make strategic decisions that consider differing and competing priorities.
- An ability to contribute to planning, prioritizing, and policy decision-making at the institutional leadership level.
- An ability to advocate effectively for departments, faculty, staff, and students.
- An ability to foster strong relationships within the Faculty based on communication, trust, collegial governance, collective problem-solving, and shared interests.

Student Focus

- A passion for and commitment to undergraduate and graduate student success and for fostering and supporting student learning, research, experience, growth, and development for all students across programs.
- Understanding of the unique needs and supports required for international student community.
- A commitment to personally connecting with and engaging BEd, PBDE, and graduate programs.
- A respect for and an ability to work with active student leadership.
- An ability to foster a culture in which all student voices are encouraged and heard.
- A visible and active approach to participating in student life on campus.



Living in Winnipeg, Manitoba

Derived from the Cree words win-nipi, meaning “murky water,” and the Cree and Ojibwa words manitou-wapow and manidoobaa, both meaning “straits of Manitou, the Great Spirit,” Winnipeg, Manitoba, located in Treaty One territory – the original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples and the homeland of the Metis Nation. Winnipeg is home to over 749,000 people. It has the largest urban Indigenous population in Canada which continues to be one of its fastest growing demographics. Winnipeg is the ninth largest city in Canada and dominates the Manitoba economy.

In 2019, Manitoba was recognized as the 8th best region in the world to visit on Lonely Planet’s Best in Travel list. Winnipeg boasts the most diverse economy in Canada, with competitive operating costs, and among the lowest hydro rates in North America. Its location in the centre of the continent means that the city benefits from being in North America’s central time zone.

Known for its friendly and welcoming spirit, Winnipeg is a diverse multicultural city with a rich and varied history. An Indigenous trading centre prior to the arrival of the Europeans, Winnipeg was at the heart of the country’s fur trade and instrumental in developing Canada’s gateway to the West. Home to a grain exchange that once rivaled the largest markets in the world, Winnipeg’s architecture and neighbourhoods reflect the profound character of this prairie city and contributes to the city being recognized as one of the top cities in Canada for real estate value.

Living in Winnipeg, Manitoba (cont.)

Manitoba is home to over 60 First Nations and also five First Nations linguistic groups: Cree, Ojibway, Dakota, Ojibway-Cree and Dene. Winnipeg is a culturally diverse mid-sized city with over 100 languages and nationalities represented. The city's diverse cultural make-up shines brightly through the globally inspired cuisine found in almost every Winnipeg neighbourhood. With one of the highest number of restaurants per capita in North America, Winnipeg has over 1,100 restaurants, diners and delis specializing in any kind of cuisine you can imagine, from regional Canadian fare to fiery hot dishes from the tropics to gourmet cuisine from award-winning chefs.

The Winnipeg Art Gallery and Qaumajuq (the Inuit art centre) contain the largest collection of Inuit art in the world. Canada's Royal Winnipeg Ballet, Winnipeg Symphony Orchestra, Royal Manitoba Theatre Centre and Prairie Theatre Exchange are some of the many professional arts organizations in the city. A friendly vibe can be experienced by Winnipeg's festival scene -- the Winnipeg Folk Festival, Folklorama, Jazz Festival, Festival des Voyageurs and the Fringe Festival. As the 2010 Culture Capital of Canada, Winnipeg is a city where people truly can experience a wide array of world-class arts and culture on every corner.

Winnipeg is also proud to be home to the Canadian Museum for Human Rights – the first museum dedicated to human rights, and the first federal museum to be located outside of the nation's capital. Its purpose is to engage visitors to learn, reflect and discuss human rights issues that people have faced throughout the years in Canada and across the world. The site of the Canadian Museum for Human Rights, The Forks, cannot be more fitting. For over 6,000 years, Indigenous people have gathered at The Forks which is now a National Historical Site featuring 50 unique shops and restaurants.

Winnipeg is also a place of proud sports fans and lovers of the outdoors. Numerous premiere sports teams, including the Winnipeg Jets (hockey), Winnipeg Blue Bombers (football) and the Winnipeg Goldeyes (baseball) have their homes here. Day trips from Winnipeg include the stunning Whiteshell Northern Route, featuring the Seven Sisters Falls and Bannock Point Petroforms, Pembina Valley, with its charming small towns and the Canadian Fossil Discovery Centre, and the River Road Heritage Parkway, boasting beautiful 19th century buildings and views of the Red River.

For more information about Winnipeg please visit:

- ◆ www.economicdevelopmentwinnipeg.com
- ◆ www.winnipeg.ca
- ◆ www.tourismwinnipeg.com

Presidential Advisory Committee

CHAIR:

- Dr. Diane Hiebert-Murphy, Provost and Vice-President (Academic)

ELECTED BY THE FACULTY:

- Dr. Frank Deer, Professor, Department of Curriculum, Teaching and Learning
- Dr. Bruno de Oliveira Jayme, Assistant Professor, Department of Curriculum, Teaching and Learning
- Dr. Michelle Honeyford, Associate Professor, Department of Curriculum, Teaching and Learning
- Dr. Graham Lea, Associate Professor, Department of Curriculum, Teaching and Learning

PRESIDENTIAL APPOINTEES:

- Dr. Douglas Brown, Dean, Faculty of Kinesiology and Recreation Management
- Ms. Barb Isaak, Executive Director, Manitoba School of Superintendents
- Dr. Laura Loewen, Associate Dean, Undergraduate Programs, Desautels Faculty of Music
- Dr. Merli Tamtik, Associate Professor, Department of Educational Administration, Foundations and Psychology

SUPPORT STAFF REPRESENTATIVE:

- Dalila Bonilla, Budget Officer, Faculty of Education

STUDENT REPRESENTATIVES:

- Amanda Baessler, Undergraduate Student, Faculty of Education
- Xuyang Li, Graduate Student, Faculty of Education

Becoming a Candidate

The following is a list of the steps that we anticipate in this recruiting assignment. We would also like to bring to your attention several key issues we would recommend you consider as you navigate the search process.

Interview with KBRs

As we receive the resumes of candidates who express interest in the position, we compare them against the key selection criteria set by the Presidential Advisory Committee and also against the backgrounds of other candidates. We then arrange to speak with, and/or meet with, candidates whose experience and qualifications are closest to those articulated in the ideal candidate profile.

In our initial interview with you, we will seek to understand more about your background, qualifications, experience and your interest in the position. As you move forward in the search process, we will ask you to consider the following information that will ultimately be important to your decision.

Terms of an Appointment – Please consider issues related to compensation, benefits, etc.

Relocation - If a physical move would be required to accept the position, please learn about housing, schools, relocation assistance, and any other matters of this kind that are important to you. If a physical move will ultimately prove unacceptable to you, please determine that at this stage.

Alignment – Please consider the alignment of this role and organization to your personal

objectives and preferences. If you have questions that you would need to have answered about the position and the organization before deciding to pursue this role, please let us know. If needed, we will attempt to arrange a conversation between you and our client to get you the answers you need to make a well-informed decision.

Considerations for International Candidates – If you are an International or Temporary Foreign Worker, in addition to applying for this position, you may want to explore the Government of Canada's website to learn more about Working in Canada.

The goal of considering all this information is to help you make an informed decision as soon as possible as to whether or not you are seriously interested in this position. In fairness to everyone concerned, please do not proceed further with this process if you think you are unlikely to accept the position should it be offered to you. We will ask our client to extend to you the same courtesy.

Interviews with our Client

The Presidential Advisory Committee will consider all candidates and ultimately will invite a small group forward. Typically, this next step is an interview with the Committee. Often, we attend these meetings as well. The Presidential Advisory Committee for the Dean, Faculty of Education search at the University of Manitoba is chaired by the Provost and Vice-President, Academic and includes representatives from faculty, students, and administration.

Becoming a Candidate (cont.)

If there is a desire to move forward with your candidacy after the initial interview with the Presidential Advisory Committee, you will be invited for further conversations with the Committee and possibly some key members of the community. The format and nature of these conversations will be developed to allow you to learn more about the University of Manitoba, to allow the Committee to invite feedback on your candidacy and to begin to set the conditions for successful integration for the next Dean, Faculty of Education. The Committee and the University of Manitoba community commit to respecting the confidentiality of your interest throughout this process.

Shortly after these conversations, if both you and the Presidential Advisory Committee feel the fit is right, the Chair will make a recommendation to the President. If the recommendation is approved, the usual procedure is yourself and the committee Chair will then work out mutually acceptable terms of your employment and reach an agreement subject to the University of Manitoba being satisfied with reference checks.

Interviews with the Advisory Committee

The University of Manitoba is strongly committed to equity and diversity within its community and especially welcomes applications from women, racialized persons/persons of colour, Indigenous peoples, persons with disabilities, persons of all sexual orientations and genders, and others who may contribute to the further diversification of ideas. All qualified candidates

are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Application materials, including letters of reference, will be handled in accordance with the “Freedom of Information and Protection of Privacy Act (Manitoba).”

Reference Checks

After your initial interview with the client, if both you and the client wish to proceed further, we would like to speak to references of our choice who represent 360-degree working relationships you have had for the past several years, whether supervisors, peers, or subordinates. We have an obligation to provide our clients with verified reference information and this may include personal information from specified and non-specified individuals. KBRS’s policy is to present to our client a minimum of three to six references before an offer is made.

Resume Accuracy/Background Checks

If you choose to be a candidate and progress to the interview stage, you will be asked to provide information to allow us to conduct a thorough background check inclusive of reference checks, verification of your education, designations obtained and awards received. We will seek your permission to perform these verifications before we proceed. Should you decide not to allow verification of your background, credit or criminal history, our client will be informed, and they will make a decision as to how to proceed with your candidacy.

Becoming a Candidate (cont.)

If you choose to be a candidate and progress to the interview stage, you will be asked to provide information to allow us to conduct a thorough background check inclusive of reference, criminal, and credit checks, verification of your education, designations obtained, and awards received. We will seek your permission to perform these verifications before we proceed. Should you decide not to allow verification of your background, credit or criminal history, our client will be informed and they will make a decision as to how to proceed with your candidacy.

KBRS respects the privacy and confidentiality of personal information provided by candidates for our search assignments. The above information will be in accordance with the Personal Information Protection and Electronic Documents legislation. A copy of our Privacy Policy is available for your review on our website at <https://www.kbrs.ca/privacy-policy>.

Etiquette Regarding an Offer

There are two issues that can arise at the stage of the offer and its acceptance. In both cases, we would like to know that you would honour two standards of professionalism:

First, in the event that an offer is extended to you, that you will treat the offer in confidence (with the exception of discussing it with members of your immediate family) and will not “shop” or discuss the offer with your present employer.

Second, if you say you will accept the offer, your word is your bond and our Client can count on the fact that you will be joining them. Otherwise, please turn down the offer and withdraw as a candidate. We want our client to avoid the substantial loss of time and cost of opportunity that would accompany a reversal of your decision, in much the same way as you would want to avoid handing in your resignation and then having our client cancel its offer. We realize from experience that candidates can sometimes have self-doubts and second thoughts after making the decision to change career direction. These feelings are common, and you are wise to anticipate they may arise.

If either or both of these conditions are unacceptable to you, please let us know now, at the beginning.

Thank you for your interest in this position. We will do our best to keep you informed throughout the search process.

Should you have any questions regarding this opportunity, please contact:

Katherine Frank, Partner
kfrank@kbrs.ca

Beth McLennan, Consultant
bmclennan@kbrs.ca

Chris Gibson, Senior Executive Search Coordinator
cgibson@kbrs.ca