

**Leaders**  
INTERNATIONAL  

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Executive Search



**Dean, Indigenous Education  
and Engagement**  
Humber College



*Humber gratefully acknowledges that it operates within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok, the “Place of the Alders” in Michi Saagiig language, the region is uniquely situated along the Humber River Watershed, which historically provided an integral connection for Anishinaabe, Haudenosaunee and Wendat peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.*

## The Organization

The Humber College Institute of Technology and Advanced Learning, commonly known as Humber College, was founded in 1967. Fostering a learning environment where students, staff and faculty experience a true sense of community, Humber is the largest polytechnic in Canada with more than 220 programs, 6 academic faculties, more than 86,000 learners, including more than 6,500 international students across three campuses. With beautiful campuses that feature state-of-the-art facilities and great green spaces, the Humber North, Lakeshore, and International Graduate School campuses, provide accessible and welcoming learning environments.

### Vision

Transforming post-secondary education through global, polytechnic leadership.

### Mission

Humber develops global citizens with the knowledge and skills to lead and innovate.

### Values

**Courage:** We are bold in charting a new course in high quality education.

**Innovation:** We drive innovation and creative enterprise.

**Equity:** We cultivate an environment where all individuals can achieve their full potential.

**Health and Well-Being:** We nurture the health and well-being of our communities.

**Sustainability:** We preserve our collective future.







# The Organization (continued)

## **The Polytechnic Teaching Model**

Humber subscribes to the polytechnic model of education which is made up of four tenets: technology related education, experiential teaching methods evaluated on competency-based outcomes, strong ties with industry, and applied research that aim to solve problems faced by industry and provide students with work integrated learning (WIL).

Humber's programs are skills-intensive and technology-based. The most prominent differentiators between Humber programs when compared with universities, is how employment-connected their credentials are. To fulfil its mandate to the Ministry of Advanced Education and Skills Development as a conduit for meeting emerging labour market needs, Humber's programs undergo annual consultations with a Program Advisory Committee (PAC), to ensure Humber's programs and curriculum reflect the most recent developments in their industry and that students gain the competencies and skills required for gainful employment.

Notably, Humber's Centres of Innovation (COI) Network provides the resources, technology, and expertise needed for students and faculty to succeed. These include:

- Barrett Centre for Technology Innovation: Mobilizing the power of innovation.
- Centre for Creative Business Innovation: Exploring questions through multi-disciplinary collaboration.
- Longo Centre for Entrepreneurship: The destination for entrepreneurial innovation.
- Centre for Innovation in Health & Wellness: Innovative solutions for a healthier tomorrow.
- Centre for Social Innovation: Developing solutions for complex and everyday challenges.

For more information on Humber College, please visit [www.humber.ca](http://www.humber.ca).





# Indigenous Education Plan

Naawsidoong Mino Nawendiwin: Building Good Relationships

Humber has collaborated and engaged extensively with Indigenous communities and peoples, both internally and externally, to develop an ambitious, innovative plan to enhance Indigenous education and organization-wide efforts toward Truth and Reconciliation. Guided by its commitment to the Colleges and Institutes Canada (CICan) Indigenous Education Protocol, the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Humber has made significant investments to enhance the quality and quantity of services for Indigenous students and employees.

**The Indigenous Education Plan** contains clear and measurable commitments and to the following priority areas:

- Inclusive governance and campus culture
- Excellence in Indigenous education and research
- Culturally rich, safe and supportive learning environments
- Collaborative community engagement

Humber is committed to developing and enhancing Indigenous community partnerships at local, provincial, national, and international levels—braiding Indigenous ways of being, knowing, and doing into academic programming, research, student support services and other key initiatives, Humber's provincial and national leadership was recently recognized with a Gold Medal Award of Excellence for Indigenous Education Excellence by CICan (2021).



# Indigenous Education Plan (continued)

## Indigenous Resource Centre

Supporting approximately 700 self-identified Indigenous students, the Humber College Indigenous Education and Engagement (IEE) department works in partnership with regional Indigenous communities to ensure Indigenous students are supported and connected to their learning environment – academically, culturally, and socially. There is a dedicated Centre at both the North and Lakeshore campuses. The IEE assists Indigenous students in making the transition and adjustment to the challenges of college life while creating an awareness and appreciation of Indigenous culture and history in the greater campus community.

Humber is proud to support and recognize important cultural initiatives such as Orange Shirt Day, the Moose Hide Campaign, and National Day for Truth and Reconciliation. Indigenous art and culture is present on the Lakeshore Campus with our cultural markers, in the Barret Center with the language and, additional cultural markers alongside murals in our hallway's and UGH main lobby.

For more information on the Humber's Indigenous initiatives, visit: [www.humber.ca/indigenous](http://www.humber.ca/indigenous)





## The Role

Under the direction of the Vice President Inclusion and Belonging, The Dean, Indigenous Education and Engagement is responsible for encouraging a culture that supports innovation through specialized support service program development, securing funding, internal / external stakeholder engagement and implementation of strategic initiatives, place-making and setting priorities for Indigenous Initiatives.

The Dean recommends strategic action relative to Indigenous communications, marketing and promotional activities, and development of proposals/business plans, Indigenous community partnerships and potential new Indigenous initiatives. The incumbent is also accountable for the direction and maintenance of budgets, staff management, development of partnerships/articulation agreements with business, industry and other educational agencies and for initiation and on-going maintenance of positive relationships with the Ministry of Training, Colleges and Universities (MTCU) Indigenous Education Office.

Dean, Indigenous Education and Engagement focuses on building and leading Humber Colleges Indigenous education plan and commitment to truth and reconciliation.

The role seeks to follow the mandates of the Truth and Reconciliation Commission's Calls to Action and the recommendations of the United Nations Declaration on the Rights of Indigenous Peoples and, through this, enhance the Community and the Post-secondary education experiences and outcomes for all stakeholders.

This role is the primary advocate for Indigenous, First Nations, Inuit, Metis learners at Humber and is responsible for building and developing knowledge and appreciation of, respect for, and inclusion of Indigenous culture within the organization.



# The Role (continued)

## Responsibilities:

### Internal and External Relationships/Partnership Building

- The leading authority for internal and external stakeholders and works with all stakeholders and community members to share and create understanding of diverse Indigenous communities, worldviews, cultures, values, knowledge systems, practices, and protocols, as well as an understanding of institutional and systemic barriers facing Indigenous people today.
- Builds, expands, and strengthens mutually beneficial relationships across the institution and partnerships with Indigenous communications and organizations to achieve institutional goals.
- Builds a relationship with the Centre for Innovative Learning around the professional development of faculty to develop resources and incorporate Indigenous-related curriculum into the classroom.
- Identify and seek appropriate funding sources to ensure sustainability and enhancement of Indigenous-focused academic programs, Indigenous student recruitment and retention.
- Works with the Office of Research and Innovation and/or other organizations to nurture and grow resources to support Indigenous content research occurring at the college.
- Engages with other senior leaders at local, provincial and national levels to address emerging issues arising in the context of Indigenous education.

### Leader and Strategic Advisor, Indigenous Initiatives

- In consultation with college and community members, builds and operationalizes the Indigenous education plan for truth and reconciliation for Humber College
- Ensuring the Indigenous education plan for truth and reconciliation is embedded across Humber College, including professional development opportunities, student life, teaching, learning, curriculum, governance, faculty, campus space, planning and research.
- Advances Humber College's commitment to the Indigenous education plan for truth and reconciliation by providing direction on how all college departments and academic areas can work collaboratively on new initiatives that will benefit students and the communities in which they live and work.
- Guides the development of a college-wide Humber Colleges Indigenous education plan for truth and reconciliation and commitment to truth and reconciliation strategy/plan and provides leadership to clearly identify the priorities, goals, commitments, action plans, assessments, measures, and reports on progress to key stakeholders.
- Develops and maintains strong working relationships with senior leadership and provides strategic decision support on Indigenous initiatives. In collaboration with the Indigenous Education Council (IEC) and Elder(s)at, Advises Humber College ITAL community on Indigenous protocol and appropriate strategies for developing relations with Indigenous communities.
- Establishes connections to Indigenous communities to facilitate post-secondary and Indigenous partnerships.

# The Role (continued)

- Acts as the lead advisor to the Executive Team and the wider College community on internal and external issues related to Indigenous Education
- Works with leaders across the organization to advance Indigenous staff representation, retention, and engagement.
- Collaborate with Human Resources to support Indigenous workplace planning strategies and staff recruitment, onboarding, and retention.
- Nurtures an inclusive campus culture that values Indigenous peoples, perspectives, and knowledges.
- Supports the advancement of Indigenous research and scholarship.
- The incumbent is accountable for providing strategic direction, leadership and effective management and administration of the Department of Indigenous Education and Engagement, including the leadership of the Indigenous Resource Centre, managing a team of approximately 10 staff, as well as providing direction, guidance and support, through the Associate Dean, Indigenous Education, to the development of Indigenous curriculum, and the inclusion of Indigenous content to existing academic programs.
- Effectively administers the department budget and resource allocations, including developing proposals and maintaining fiscal accountability; ensures feedback and transparency throughout budgetary processes.
- Assumes responsibility for supporting an environment that inspires teamwork, respect, and trust and recognizes initiative and excellence.
- Provide support to the leadership team regarding employee and labour relations and performance management issues.
- Provides thought leadership for the College's efforts in fulfilling the Truth and Reconciliation recommendations and the CiCan Indigenous Education Protocol, instilling a cross-college cultural awareness of and engagement in these efforts.

## **Administrative Planning and Operations:**

- Guides and oversees the Indigenous Education and Engagement Department in their ongoing efforts to support Indigenization and decolonization, the strategic and operational plans and enhance the Indigenous student experience.
- Supports academic and administrative units to embed Indigenization strategies, goals, and priorities into their department/faculty strategic plans.
- Supports initiatives to help advance Indigenous curriculum and grow support to Humber faculty for Indigenous content teaching resources with the Indigenous Curriculum & Pedagogy Specialist.
- Lead and develop appropriate policies as required.





## The Role (continued)

### **Skills, Knowledge & Experience**

- Post-graduate degree in Indigenous Studies/Education in a related field.
- Experiences, status, and qualifications that are recognized and respected by Indigenous Nations and communities.
- 9-12 years of experience.

### **Equivalency qualifications that can be considered for the role:**

- A combination of education (formal, non-formal, and informal) and lived experience will be assessed beyond the traditional screening process to ensure the right profile for the relational nature of the role, which spans both Western post-secondary administrative knowledge and practice, and Indigenous traditional knowledge and practice.
- Lived experience and expertise in Indigenous knowledges, epistemologies, methodologies, histories, traditions and/or languages.
- Along with in-depth knowledge of the post-secondary education environment, the ideal candidate will bring outstanding communication skills and strong analytical and critical thinking skills.
- Knowledge of the Truth and Reconciliation recommendations and Federal and Provincial Reports, programs and grant opportunities that impact the post-secondary sector.

# The Role (continued)

## Competencies and Personal Characteristics

- The ideal candidate comes to the role with authentic knowledge of the local Indigenous territory, culture, history, leadership, language, and sociopolitical context.
- Ability to work in a highly collaborative fashion to ensure alignment with internal and external relationships in an intricate, complex organization where there is overlap among key stakeholders within the portfolio and across Humber, focusing on providing added value through services and opportunities for synergies.
- Knowledge of the Truth and Reconciliation Commission's Calls to Action and relevant Federal and Provincial reports, programs, and grant opportunities relevant to the post-secondary sector.
- They understand and believe in Humber College's mission, and vision related to the TRC Calls to Action and have a strong desire to work collaboratively across the College to implement initiatives, build reconciliation, and deepen relationships with Indigenous communities.
- Wide-ranging experience across multiple sectors, including education, have prepared them well to serve as a key resource to senior leaders as they look to propel change across a wide spectrum of inter-connected portfolios.
- Demonstrated experience in engaging external Indigenous communities and stakeholders to support strategic priorities and to inform operational policies and practices.
- Proven ability to manage in a complex and diverse environment while understanding and enabling diverse viewpoints and approaches.
- Excellent interpersonal and communication skills; an ability to guide and facilitate an inclusive and collaborative approach that fosters consensus-building and creative problem solving.
- Experience championing large scale-initiatives addressing complex issues related to indigeneity.
- Excellent relationship building skills with an ability to facilitate consciousness raising within an environment of teamwork to inspire, motivate, support and empower others through authentic listening, engagement and humility.
- Along with in-depth knowledge of the post-secondary education environment, the ideal candidate will bring outstanding communication skills, strong analytical and critical thinking skills.
- Possess the courage to support innovative thinking, view tactical problems or initiatives from a broad perspective, and operationalize a strategic plan.





## The Role (continued)

- Experience building collaborative relationships between Indigenous communities and institutions.
- Project management experience with demonstrated analytical and organizational skills to be able to manage multiple projects in an effective and timely manner.
- Excellent leadership, teambuilding, interpersonal, organizational and management skills including demonstrated ability to work collegially in a diverse, inclusive and unionized environment.
- Superior interpersonal skills, cross-cultural skills and related judgment.
- Demonstrated ability to work collaboratively in a team environment and independently (under pressure and within a specific time frame) and to communicate effectively with staff at all levels of the organization.
- Demonstrated experience in needs assessment analysis, creative problem-solving, strategic planning, team development and the ability to secure cooperation of others.
- Demonstrated experience in curriculum development.
- Demonstrated experience in the hiring, training, motivating and evaluating of unionized/non-unionized staff.
- Commitment to life-long learning and a willingness to explore new options/experiences.
- Job requires authoritative application of technical, professional, and managerial bodies of knowledge. Experience borders mastery of concepts, principles, and approaches.





## The Location: Toronto, Ontario

The name Toronto is derived from the Mohawk word “tkaronto,” which means “where there are trees standing in the water.” It is the traditional territory of many nations, including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples. It is now home to many diverse First Nations, Inuit, and Métis peoples, along with other Indigenous groups that represent this valued community.

Toronto has a population of almost 3 million people, making it the largest city in Canada, the fourth-largest city in North America, one of the top 25 cities globally for its quality of living. Toronto also welcomes 40 million tourists a year. It supports a lively art and culture scene that includes museums, galleries, performing art organizations, and many festivals (including the Indigenous Art Festival). Toronto is recognized as one of the most diverse and multicultural cities in the world.

Toronto is the home to multiple post-secondary institutions - Humber College, George Brown College, the University of Toronto (the largest university in Canada), Ryerson University, York University, and OCAD University.

Its world-renowned arts and culture scene is highlighted by The Royal Ontario Museum, an iconic building boasting the Michael Lee-Chin Crystal inspired by its extensive gem and mineral collection; the design was quickly dubbed the ‘crystal’ because of its crystalline shape. The Royal Ontario Museum has a unique 100-year history of conducting ground-breaking research in all areas of art, culture, and nature.

Just offshore from the city centre are the Toronto Islands known as “Menecing,” meaning “On the Island” in the Ojibwe language. The Islands are home to parklands and the Billy Bishop Toronto City Airport. The Islands community is considered the largest urban car-free community in North America.





## To Apply

Humber College invites applications from all qualified candidates. Please email the following application materials to [Ottawa@leadersinternational.com](mailto:Ottawa@leadersinternational.com).

1. Cover letter clarifying your attributes and qualifications in relation to the Opportunity Profile;
2. Resume or CV; and
3. Proof of citizenship or membership to an Indigenous Nation or community. This should be a document that is acceptable to the community or Nation you are from.\*

\*Documentation required of the candidate is to include Citizenship/citizenship card, membership card from recognized Provincial Metis Nation, Metis National council or a letter from the Indigenous community who claims them; should this documentation not be available, the Indigenous community who claims them may also share information along with their story about their connection with the individual. In the event the documentation set out above is not available for the candidate to provide, they will be invited to provide a letter (not to exceed 750 words) describing their Indigenous identity and their connection to an Indigenous community within Canada (or elsewhere if applicable) and/or information along with their story from their Indigenous community.

For more details or to further explore this important strategic leadership opportunity, please contact:

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