About FNTI (First Nations Technical Institute)

Since establishment in 1985, over 4000 students have graduated successfully from FNTI with certificates, diplomas and degrees, granted in partnership with Ontario's Colleges and Universities. An Indigenous post-secondary institution, FNTI offers programs targeted at Indigenous learners across a wide range of post-secondary disciplines including aviation, health, human services, justice, and public administration. FNTI delivers programming locally in Tyendinaga Mohawk Territory on Ontario's beautiful Bay of Quinte, as well as in numerous community locations throughout Ontario.

Description:

The Academic Dean works closely with the Senior Vice President, Academic, and provides senior leadership to the Stand-Alone Program Managers under their portfolio. The Academic Dean supervises the Program Managers, Cultural Advisors, Placement Coordinators, Instructional Designers, Faculty and Staff. They will be accountable to the effectiveness of their program portfolio including continuous improvements in academic quality, program health and program growth, and they will play a critical role in developing and responding to the needs and demands of their programs.

The Academic Dean ensures that FNTI is delivering quality programming to all learners that is rooted in Indigenous knowledge and ways of knowing, providing unique educational experiences and enhancing the strengths of our learners. The Academic Dean will provide leadership in ensuring Indigenous Knowledge within program curriculum is authentic and ensure integrity at all points of program delivery. The Academic Dean will lead efforts to embed and demonstrate quality assurance and ensure professional development for team members of FNTI as it relates to teaching, learning and Indigenous Knowledge. The Academic Dean is responsible for the implementation of quality assurance processes, developing new programs, ensuring program and curriculum reviews and to provide support in Indigenous learning and teaching practices. The Academic Dean will also be responsible for developing hybrid teaching models comprising of face-to-face and virtual environments and implementing effective academic frameworks and demonstrating a learner centered approach to all that they do. The Academic Dean is expected to provide management support and leadership in all aspects of their work including engaging staff, change management and fostering innovation. The position will contribute to institutional success through collaboration, striving for excellence in operational efficiency and enhancing learner success. The Academic Dean is responsible for the academic and administrative integrity of the educational programs under their portfolio. The Academic Dean will work towards and supports the strategic priorities of the Institute while adhering to the Values, Mission and Vision. The incumbent will report to the Senior Vice President, Academic.

Responsibilities:

- Ensures that programs under their portfolio meet the following: internal and external quality standards; internal cultural standards; authentic Indigenous Knowledge; accrediting bodies; and licensing standards of related bodies;
- Accountable for program quality, renewal, growth and right sizing by collaborating with the Senior Vice President, Academic, and various stakeholders, to make evidence-based decisions to ensure a positive, memorable educational experience for students, fiscal responsibility and to meet the demands of industry.
- Determine the need for modification of existing courses/programs to reflect new technologies, economic and market influences, external partnership requirements and changing employment opportunities.
- Maintain contemporary knowledge of changing regulations and guidelines that affect course/program offerings and advise the Sr. VPA of any implications of these change.
- Review regular feedback surveys from students, administration and faculty to ensure continuous program improvement and quality and embed the results in annual plans to support the strategic goals of FNTI and continuous improvement and accountability of the FNTI employee team.
- Develop, implement and measure the effectiveness of processes and policies to support academic quality in stand-alone program design, development and review, while building IQA frameworks that enhance programming to meet the focus and goals of FNTI program.
- Ensure that program quality meets the rigor of external auditing requirements such as requirements set forth by the Indigenous Advanced Education Skills Council. Regulatory bodies and professional association.

- Responsible as the lead overseeing the quality of academic and Indigenous knowledge programming and establishing a community of practice related to IK, ownership, access and control and the ways in which IK can be shared in various learning environments.
- Liaison with Indigenous Advanced Education Skill Council's Quality Assessment Board review panels when required.
- Implement the program and curriculum quality assurance processes and ensure compliance with of the Indigenous Advanced Education Skills Council Quality Assessment requirements, standards, framework and approval processes.
- Lead teams of Program Managers, Instructors, Cultural Advisors and other stakeholders in the review and revision of curriculum on an annual cycle, ensure incorporation of feedback from faculty, learners, advisory committee members (community and stakeholders), and analysis of survey and other data.
- Collaborate with and advise senior leadership on the process, frameworks and best practices needed to conduct an annual program mix review, to determine new program development, existing programs that need to be expanded, and where appropriate where reductions in size or where program intakes must be suspended.
- Ensure the creation and evolution of a comprehensive self-study audit that will evaluate programs against established criteria (regulatory bodies, industry, college and university) while engaging all FNTI stakeholders in the process to ensure holistic, inclusive and multifaceted review in the best interest of learners, community and the sustainability of FNTI.
- Implement FNTI stand-alone program quality review process to ensure continuous program improvement, and that the annual program reviews are comprehensive, regular, timely and strategic.
- Facilitate decision-making across team and organizational structures regarding program changes to ensure team buy-in and effectiveness when implementing changes.
- Contribute to the academic well-being of the Institute through effective planning, administration of the school's academic programs including academic quality monitoring including the implementation and authenticity of Indigenous knowledge.
- Ensure new programs are outcome based, stakeholder driven, consistent with community priorities and within government guidelines.
- Provide leadership in the development of new programs and provide guidance to curriculum developers, writers and knowledge carriers, field experts and subject experts.
- Develop capacity within FNTI to ensure quality program development (program design and mapping, learning outcome development, assessment and evaluation).
- Ensure innovative curriculum design; diverse instructional delivery methodologies and the development of faculty while ensuring and developing academic pathways and program laddering that leads to learner success.
- Evaluate, plan and develop faculty and employee training sessions to build organizational capacity and ensure that team members have access to targeted, ongoing support and training based on metrics and feedback mechanisms.
- As part of the academic management team provide academic and administrative leadership for faculty and staff.
- Ensure the development and maintenance of teaching environments including scheduling, adoption of IT and computer resources, teaching media, classroom and instructional design and ensure adequate program budgeting.
- Ensure consistency of application of policy and processes by collaborating with Deans and VPA with policy and process development, review and revision.
- Set strategic objectives and direction of their program portfolio to ensure the achievement of short-medium- and long-term goals in alignment with the institutional strategic plan and internal operational documents.

Qualifications:
- Relevant university degree from an accredited post-secondary institution with a minimum of 4 years' experience in working in an Indigenous post-secondary environment is preferred;
- Must understand the importance of creating accessible, relevant and empowering programming for Indigenous learners and communities that is rooted in Indigenous knowledge;
- Experience teaching in a post-secondary environment an asset;
- Experience in academic research and experience in developing appropriate surveys, measurement, benchmark and process tools would be an asset;
- Must be able to demonstrate an understanding and commitment to quality assurance in an Indigenous Institute;
- Demonstrated knowledge of provincial policy, framework, standards and developments as they relate to quality assurance and teaching;
- Demonstrated knowledge and experience in the application of the Indigenous Advanced Education Skills Council program accreditation process;
- Must be able to demonstrate and articulate the importance of education as a reconciliation tool for Indigenous learners;
- Demonstrate knowledge in and experience with the principles and procedures involved in academic program evaluation and quality assurance;
- Strong coaching skills including human resources management (recruitment, selection,

performance management);

- Strong skills in negotiation, influence and conflict resolution
- Demonstrate relationship skills and ability to work well with a wide range of constituents including government, cultural knowledge carriers, Indigenous community, leadership and management teams, faculty, learners and support staff.
- Outstanding interpersonal and intercultural communication, public speaking and presentation skills;
- Excellent problem solving and critical thinking skills;
- Experience and proficiency with MS Office Suites

Conditions of employment which must be met by the successful candidate:

- A satisfactory CPIC and vulnerable sector check must be met
- A valid Class G driver's licence

All qualified applicants are welcome to apply, however FNTI provides preference to those applicants with Indigenous ancestry who self-identify.

Please submit your cover letter, resume, and two references by September 21, 2023 to:
Samantha Souliere, HR Manager
Email: HR@fnti.net

FNTI is committed to creating an accessible and inclusive organization. In accordance with the Accessibility for Ontarians with Disabilities Act (AODA) and the Ontario Human Rights Code (OHRC), applicants may request accommodation related to the protected grounds at ay stage of the hiring process.

Thank you for your interest with FNTI. Only those selected for an interview will be contacted