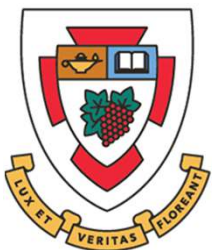




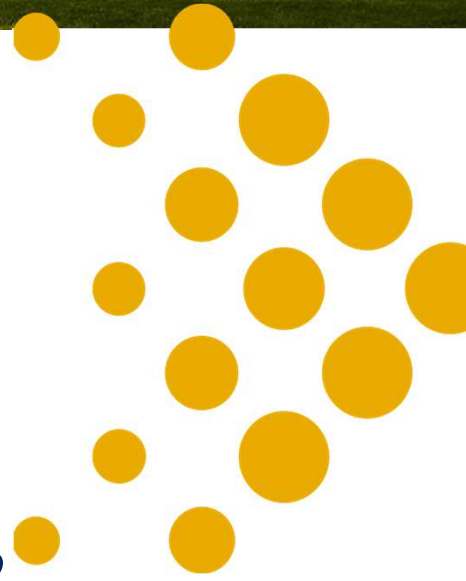
**KBRS**

Executive Brief for a

**Associate Vice-President,  
Student Engagement**



THE UNIVERSITY OF  
**WINNIPEG**







## Organizational Profile

The University of Winnipeg resides on ancestral lands, on Treaty One Territory. These lands are the heartland of the Métis people. The University acknowledges that water is sourced from Shoal Lake 40 First Nation to serve its campuses.

The University of Winnipeg is a dynamic campus and a downtown hub that connects people from diverse cultures and nurtures global citizens. Offering high-quality undergraduate and graduate programs, several of the University's programs are unique in Western Canada: for example, a Bachelor of Arts in Human Rights, and a Master's degree in Development Practice with a focus on Indigenous Development.

Graduates of the University value their educational experience, and UWinnipeg has been ranked in the top 10 in primarily undergraduate universities, scoring well in areas like class size, teaching quality, faculty-student interaction, diversity and commitments to Indigenous inclusion and sustainability.

The University hosts intimate class sizes between 30-60 students making connections between peers and faculty seamless and organic. Students are taught by award-winning instructors and inspiring researchers and can access to these great minds outside of class.

The institution also prioritizes access to research opportunities for undergraduate students enhancing their understanding of the world, level of education, and allowing tangible contributions to their field of study from the beginning of their academic career.

The University of Winnipeg is one of the most financially accessible universities in Canada. Students in Manitoba benefit from the third lowest tuition rates among provinces in Canada. In 2020, a student attending university in Ontario paid an average of \$7,938 in tuition, while a student in Manitoba paid \$4,913. (Statistics Canada 2020).

***Learn, grow, and belong.  
Achieve excellence in a  
supportive environment.***

## **University Strategic Directions**

The University of Winnipeg is committed to excellence in post-secondary education. Our Strategic Directions, which were developed through extensive consultation with community stakeholders, form a framework to guide decision making:

- Academic Excellence and Renewal
- Student Experience and Success
- Indigenization
- Research Excellence
- Knowledge Mobilization and Impact
- Financial and Institutional Resilience

The University community is innovative, deliberate, collaborative, responsive, and thoughtful. We define and achieve growth not in terms of student numbers, but in terms of outcomes, impact, and success.

## **Advancing our strategic directions**

Through 2016-2017, University of Winnipeg faculty, staff, students, and external stakeholders provided input toward the development of the following documents which outline specific actions and metrics related to our Strategic Plan:

- Integrated Academic and Research Plan
- Strategic Enrolment Framework
- Indigenization
- Financial Resources plan (including capital development)





# Position Profile

The role of Associate Vice-President, Student Engagement is a newly created leadership position that will lead the University's efforts to fulfill its strategic commitment to student success and to creating an exceptional student experience. Reporting to the Provost and Vice-President Academic, this leader is responsible for a comprehensive portfolio dedicated to fostering student success and fulfilling the University of Winnipeg's strategic commitments to Indigenization and decolonization; equity, diversity, and inclusion; student-centred education; academic excellence; civic leadership; and community engagement. They will oversee Student Support Services (including Counselling and Accessibility, Academic and Career Services, Student Success and Advising), Student Central, the Aboriginal Student Services Centre, International Student Services, and Campus Living. As a new portfolio, this role will need to support the development of effective systems and services, while expertly employing change management skills to support the community.

## Key areas of oversight and responsibility are:

**Strategic Vision and Leadership** – Provides creative and student-centred strategic leadership at senior-level decision-making tables and manages the development and integration of the portfolio's areas and identity.

**Indigenization and Equity, Diversity, and Inclusion (EDI)** – Fostering creative, inclusive, and engaging student experiences that align with the Truth and Reconciliation Commission's Calls to Action and the Scarborough Charter and cultivating student wellbeing and resilience.

**Policy and Operational Excellence** – Creates and reviews effective policies and providing direction, coaching, and support to the portfolio's staff. Ensures ongoing stability, flexibility, inclusivity, and accountability of each of the reporting areas.

**Financial Management and Budgeting** – Acts as steward of financial resources, overseeing budgeting, forecasting, and planning, including ancillary budgets.

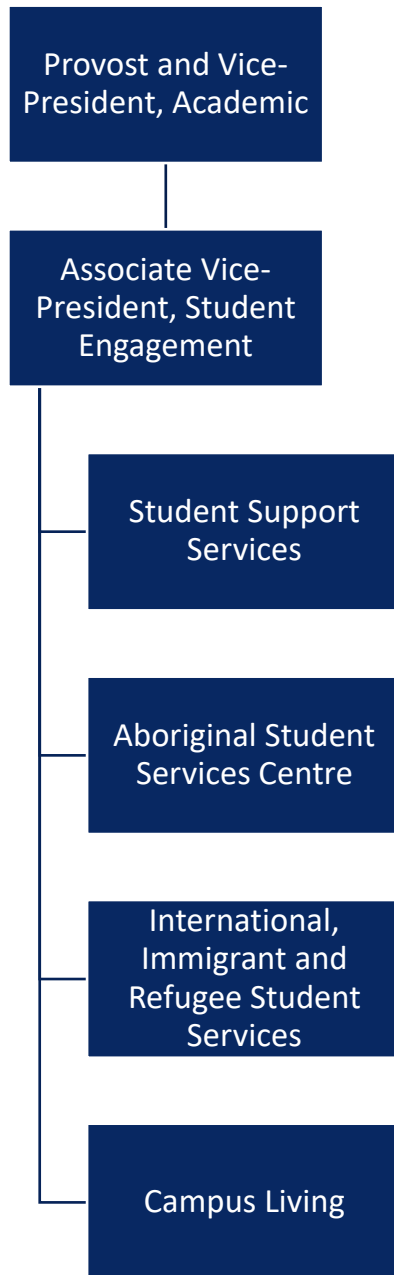
**Student Engagement and Wellbeing** – Supports the development of innovative and relevant opportunities for students to engage and find a place they feel they belong and facilitates student-centred interventions for those in need of support.

**Assessment and Data Strategy** – Ensures the strategic assessment of portfolio offerings, needs, and research that contributes to a robust understanding of students and climate and informs programming design and decision-making across the University.

**Representation and Networking** – Acts as a University representative to external community, government, associations, commissions, and consortia related to student engagement, Indigenization, EDI, and wellbeing.



# Organizational Chart





## Candidate Profile

The successful candidate will be a seasoned university leader and scholar-practitioner who thrives when focused on building inclusive communities for students and staff. This leader has outstanding communication and interpersonal skills and an open, collegial management style. They are a compassionate, caring leader with integrity. They will be knowledgeable about processes and responsibilities in student affairs and have a track record of improving and innovating operations, with a demonstrated commitment to transformational learning experiences. They must have demonstrated experience successfully listening to and engaging with members of equity groups. They excel at bringing together people with disparate ideas, beliefs, and opinions to engage in community dialogue and productive collaborations. A data-driven decision maker, they value multiple ways of knowing and have a record of building strong and effective relationships across administrative and faculty departments in a large university setting.

### Skills and Attributes

- Creativity, empathy, and curiosity as a leader.
- A visionary leader, with a distinctive perspective and the capacity to build something special.
- Empathetic style, capable of building trusting and authentic relationships with students, employees, and community members.
- A spirit of positive restlessness – striving to innovate and seeing possibilities where others see problems.
- The ability to face challenges courageously and to exercise integrity, flexibility, and good judgment.
- The ability to work collegially and effectively within a unionized environment, building strong, trusting relationships.
- An exceptional listener who prioritizes human-centred practice and acts as a steward of positive culture.
- Decisiveness combined with a facilitative style and the ability to effectively explain decisions.
- A high energy level and the capacity to balance multiple priorities.



# Candidate Profile

## Qualifications and Experience

- A graduate degree, with a PhD or other terminal degree is an asset.
- At least 5 years of experience in post-secondary student services or student affairs with responsibility for student programming.
- Significant, progressive senior leadership experience in an academic institution with supervisory, operational, and administrative duties.
- Demonstrated commitment to Indigenous ways of knowing and diverse worldviews; and equity, diversity, inclusion, and accessibility.
- Experience in student-centred program delivery with knowledge of how to apply student development theories, current research, and best practices in a senior leadership context.
- Demonstrated skill in managing student conduct cases and responding to complex situations involving gender-based violence, racism, and harassment.
- Experience leading, supporting, and coaching a team, and overseeing complex budgets and operations.
- Ability to create, review, and ensure alignment of policies and procedures with broader institutional goals.
- Knowledge of Indigenous pedagogy and approaches to programming, services, and assessment.
- Commitment to collaboration and community engagement.





# Competencies

**Passionate Student Affairs Educator:** You are a student-centred professional that brings energy, kindness, and education to every interaction, while employing a strategic approach to improving student experiences.



You engage enthusiastically with students and have a passion for enabling students to learn, grow, and develop.



You are adept at building, reviewing and interpreting policies and processes that support student-centred and equity-focused services.



You understand the importance of participatory processes and prioritize the building of strong and meaningful relationships with faculty, staff, and students.



You have an ability and interest in sharing knowledge, engaging and mentoring educators to develop them and enhancing programming and services for students.



You are knowledgeable about current and potential future policies, practices, trends, and information affecting student services, student life, student health and wellbeing, and human rights.



You are driven to continually push boundaries and employ best practices to foster learning spaces where students thrive academically, emotionally, socially, spiritually, and physically.





# Competencies

**Strategic Decision-Making:** You are a strategic leader with a deep sense of integrity, always aligning your decisions with institutional direction and using evidence-informed practices to apply novel solutions.



You bring a strong strategic approach to student services operations, managing complex budgets and prioritizing people, culture, and well-being in your work.



You solicit the input from appropriate people to improve the quality of your advice and decisions, garnering buy-in from colleagues, students, and partners.



You are entrepreneurial, creatively using resources and not constrained by the “way things are done” while articulating your decision-making process clearly to others.



You are data-driven, making decisions based on assessing operations, relationships, and desired outcomes.



You foster psychological safety among your team and support staff throughout change processes so new practices are successfully implemented.



You can quickly synthesize patterns and relationships between historical, legal, cultural, and relational contexts to effectively lead and offer guidance.



# Competencies

**Communication and Relationship Building:** You have excellent communication skills that allow you to build and develop productive relationships with clients, partners, colleagues, and the Board.



You can write and speak clearly and effectively, taking into account the different needs of each audience and translating complex information effectively.



You build trusting relationships and reach out to potential partners, identifying areas of mutual long-term interest and trust-building.



You excel at managing and leading large teams of staff, prioritizing collaboration, consultation, accountability and productive dialogue.



You are a steward of positive culture, with the ability to support others through creative problem-solving and balancing competing priorities.



You are persuasive and able to create space for debate and discussion while motivating groups of people to work together.



You are comfortable taking initiative and proactively reaching out to new partners, building rapport with ease.





# Competencies

**Future-focused Innovator:** You are a forward-thinking, creative leader with capacity to identify innovative solutions that can enhance operational efficiency, productivity, and overall organizational performance.



You appreciate how complex systems can relate to each other and work together in unexpected ways.



You inspire creativity in others, fostering a culture of innovation that encourages new ideas and initiatives that can drive success in a rapidly evolving business landscape.



You are able to comprehend how systems, policies, and procedures are aligned at the strategic level, and how they impact day-to-day work.



You seek out opportunities for continuous improvement and transformational change, staying abreast of current research and best practices.



You keenly grasp the nuances and contexts of organizational culture and structures and can keep things moving forward.



You are entrepreneurial in your approach to finance and operations and find creative ways to use resources and achieve goals.



## Competencies

**Indigenization and EDI:** You have knowledge of and commitment to Indigenization; and equity, diversity, and inclusion (EDI), as integral parts of post-secondary education.



You understand Indigenization and EDI in the context of your day-to-day work and can build strong relationships with members of diverse communities.



You help establish a workplace culture where equity, diversity, inclusion and accessibility is prioritized, and apply these lenses to your financial and operational decisions.



You actively seek to remove systemic barriers, and you recognize and promote the value of Indigenization and EDI.



You have a willingness to make and admit mistakes, learn, and follow-up appropriately, and you role-model this for your team.



You regularly review process and strategies with a critical lens and prioritize supporting a culture of belonging over the need for efficiency.



You demonstrate knowledge of the current issues around access and accommodation for people with disabilities in post-secondary environments.





## Living in Winnipeg

Winnipeg is the vibrant capital of Manitoba, the geographic center of Canada and North America. The metropolitan population is over 712,000 people of diverse backgrounds who bring an international, cosmopolitan flair to the city as well as a feeling of community. Winnipeg is home to more than 60 percent of Manitoba's residents and the city continues to grow.

Nestled in the geographic centre of North America, is situated at the junction of the Red and Assiniboine Rivers. It is the capital city of the province of Manitoba, which borders the provinces of Ontario to the east, Saskatchewan to the west, Nunavut to the north, and the U.S. states of Minnesota and North Dakota to the south. Winnipeggers to live better for less. Homes, auto insurance, electricity, university or college tuition – all are available in Winnipeg at the lowest prices in Canada.

The surrounding areas and the city itself boast an incredible quality of life it offers. The population is large enough to support a rich cultural and sporting life, but small enough to keep the air and water clean, the traffic moving, and the many natural attractions uncrowded. Winnipeg has an active theatre scene, the Winnipeg Art Gallery, the Manitoba Museum, the Winnipeg Symphony Orchestra and the Manitoba Opera Company. The famous Royal Winnipeg Ballet performs around the world. Manitoba's many cultural festivals include Folklorama, the world's largest multicultural festival; the Winnipeg Folk Festival, one of the largest in North America.

Check out [the City of Winnipeg's website](#) for more information.



# Becoming a Candidate

Should you decide to move forward in the recruitment process, it is important that you consider the expectations and potential issues outlined below.

## Interview with KBRS

As we receive the applications of interested candidates, we compare them against the key selection criteria set by the Search Committee. We then arrange to speak with those candidates whose experience and qualifications are closest to the ideal candidate profile.

In our initial interview with you, we will seek to understand more about your background, qualifications, experience, and interest in the position. As you move forward in the search process, to ensure you are seriously interested in the position, we will ask you to consider:

- **Terms of an appointment** including compensation and benefits.
- **Relocation** including housing, schools, relocation assistance and other matters of importance to you. If a physical move will be unacceptable to you, please determine that at this stage.
- **Alignment** of this role and organization to your personal objectives and preferences. If you have questions that you would need to have answered before deciding to pursue this role, please let us know and we will attempt to arrange a conversation between you and our client so you can make a well-informed decision.
- If you are an **international candidate or 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.

Considering all this information will help you make an informed decision about whether you are seriously interested in this position. After considering these factors, in fairness to everyone concerned, please do not proceed further with this process if you are unlikely to accept the position if it is offered to you. We will ask our client to extend the same courtesy to you.

## Search Committee Interviews

The Search Committee will consider all candidates and invite a small group to move forward. Typically, this next step is an interview with the Search Committee and a KBRS partner. If there is a desire to move forward with your candidacy after the initial interview, you will be invited for further conversations with the Search Committee. These conversations will allow you to learn more about the University. The Committee commits to respecting the confidentiality of your interest throughout this process.

Shortly after these conversations, if both you and the Search Committee wish to proceed, we will work with you and the University of Winnipeg to create mutually acceptable terms of employment subject to the Committee's satisfaction with background and reference checks.

## Resume Accuracy/Background Checks

If you progress to the search committee interview stage, you will be asked to provide information to allow us to conduct a thorough background check including reference checks and verification of your education, designations, and awards. Should you decide not to allow verification of your background, credit or criminal history, our client will be informed, and they will decide how to proceed with your candidacy.



## Reference Checks

Reference conversations will take place should you advance past the initial Search Committee interview. You will be asked to provide references who represent 360-degree working relationships you have had for the past several years, whether supervisors, peers, or subordinates, as determined by the search committee. KBRs's policy is to present to our client a minimum of four to six references before an offer is made.

## Privacy and Confidentiality

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>.

## Offer Etiquette

We ask that you honour two standards of professionalism if you choose to become a candidate in this process:

- If an offer is extended to you, you commit to holding the details in confidence (with the exception of discussing it with members of your immediate family) and agree that you will not

discuss the offer with your present employer.

- If you say you will accept the offer our client can count on your word, otherwise please withdraw as a candidate. We want our client to avoid the substantial loss of time and opportunity cost that would accompany a reversal of your decision, as you would want to avoid handing in your resignation and then having our client cancel your offer.

Experiencing feelings of self-doubt when making a career change are common and should be prepared for. If either of these standards of professionalism are unacceptable, please let us know before becoming a candidate.

*The University of Winnipeg is committed to employment equity and diversity and encourages applications from all qualified candidates, including women; people of any sexual orientation, gender identity, or gender expression; Indigenous peoples; visible minorities/racialized people; and people with disabilities.*

*We will provide support and accommodations to applicants with disabilities, upon request. If you need accommodation in order to participate as a candidate in the recruitment process, please contact [accommodate@kbrs.ca](mailto:accommodate@kbrs.ca) or communicate your needs to the recruitment professional named in the job description.*

# Contact Us in Confidence



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