

POSITION SUMMARY
Director, Queen's-Weeneebayko Education Program
Queen's Health Sciences

Position Summary

The Queen's-Weeneebayko Campus Initiative is a collaborative project led by the Weeneebayko Area Health Authority ("WAHA"), the Weeneebayko Foundation, and Queen's Health Sciences ("QHS"). Its mandate is to build education capacity in the Weeneebayko region that draws Indigenous youth from the region into postsecondary health professions training programs. The initiative includes: (1) a "Pathways" component focused on empowering and supporting youth to pursue postsecondary education in health professions; and (2) a "Campus" component committed to establishing a regional health sciences campus, delivering decolonized health professions programs that are guided by Indigenous ways of knowing, thinking, believing and doing.

Reporting to the project's Campus Council and the Dean of Queen's Health Sciences, the Director for the Queen's-Weeneebayko Education Program provides leadership for all aspects of the project, while embracing and role-modeling anti-colonial, heart-led, collaborative approaches to leadership, that honours the unique and interconnected histories of Indigenous Peoples, settlers, arrivants and others who are on these lands. These include community engagement, strategic planning, workplan development and revision, reporting, government relations, coordination of activities across partnerships, and oversight for faculty and staff engaged on the project. In addition, the successful candidate will be directly involved in curriculum development, knowledge translation and program evaluation.

The Director, supported by the program team, for the Queen's-Weeneebayko Education Program will play an integral role in the advancement of the transformation of internal structures for accessibility, inclusivity and belonging while embedding equity, inclusion and anti-racism into education, research, and care. The work will advance anti-oppression and anti-colonial action for the purpose of decolonization within the project, Queen's Health Sciences, Queen's University, and the greater community. This will require the program to recognize and challenge existing bias and power dynamics, disrupt white supremacy and privilege, and its intersection with other systems on inequality at all of these levels. The program aims to make way for imagining and bringing to life a different future within and beyond the health sciences that is more just and peaceful for all.

Duties and Responsibilities

- Develop, foster and respect relationships with communities and key constituents, recognizing the importance of relational, community-driven, and consensus-based leadership in the project's success.
- Lead strategic planning for the project and maintain the project's workplan, ensuring alignment with community-based vision and project goals.
- Develop and implement policies and procedures relevant to the project, incorporating principles that address the lived experiences and systemic impacts faced by Indigenous peoples.
- Model cultural humility and understanding, while demonstrating compassion for the harms experienced by Indigenous peoples, and contextualizing this within the broader framework of healthcare transformation.
- Recognize and address the significance of whiteness as a power structure in healthcare, and embrace the opportunity to influence systemic change, honour treaties, and promote culturally relevant protocols for relationship building.

- Chair the project's Executive Committee, providing leadership and support for its activities, including meetings, retreats and assigned tasks. Collaborate with community co-Lead to address Indigenous-specific issues in James Bay and other areas impacting the project.
- Participate in an advisory role on all subcommittees of the Executive Committee, providing leadership and expert-level support and project management skills. Facilitate effective communication and task assignment across committees.
- Lead and support project team development initiatives, while promoting collaboration and a culture of inclusion in all activities. Foster an inclusive, supportive, and welcoming work environment for individuals with diverse backgrounds and identities.
- Provide support and direction for Indigenous evaluation and community engagement, incorporating Indigenous feedback from impacted communities.
- Advance change management strategies as the project progresses, while maintaining flexibility and adapting to changing needs and conditions.
- Provide supervision and support to the Project Manager and other project administrative team members, ensuring clear communication, guidance, and leadership.
- Provide oversight, leadership and support for the Pathways components of the project, ensuring alignment with community and project objectives.
- Participate in knowledge translation activities, sharing insights and project outcomes with key constituents and broader audiences.
- Develop communication materials for distribution to project partners and external constituents, promoting project goals and objectives.
- Collaborate with government relations and external partner representatives, to lobby for funding and support for project initiatives, including physical, financial and human resources.

Required Qualifications

- Graduate degree in a field relevant to the project, which may include Physiotherapy, Occupational Therapy, Nursing, Medicine, Education, and Business Administration.
- Eligible for a faculty appointment in Queen's Health Sciences.
- Training and experience in health professions education.
- Experience and/or willingness to undertake additional training in decolonizing education (can be provided upon appointment).
- Commitment to being a life-long learner, with a willingness to grow and learn alongside the team and communities engaged in the project.
- Willingness to travel to and work in northern and remote communities as required, with flexibility to adapt to varying schedules and conditions.
- Experience working in or with Indigenous communities, with a strong understanding of the cultural, social, and logistical dynamics involved in these settings.
- While we invite applications from all qualified candidates, preference will be given to Indigenous persons with clear and demonstrable ties to Indigenous community(ies).

Time Commitment

- 0.6 FTE (60% time); however, the volume of work may vary considerably throughout the year depending on the project requirements.

Term of Appointment

- (3) Year Term, renewable upon successful review and continuation of external funding to support the Project beyond 2027.