

FA Suggested Guidelines to Support the Success of Indigenous Faculty Members

PREAMBLE

The University of Victoria Faculty Association (FA), in consultation with members of the FA Ad Hoc Indigenous Faculty Committee, would like to highlight the following non-exhaustive key issues to assist the development of Unit Standards as suggested guidelines to support the success of Indigenous faculty members at UVic.

KEY ISSUES

Standards and Workload for Indigenous Members

Workload Distribution for Faculty: Units are encouraged to recognize and be sensitive to the unique demands placed on Indigenous faculty members regarding expectations around their community relationships and protocols. Indigenous faculty regularly spend more one-on-one time with students, their service demands are routinely higher, and their research productivity can sometimes be delayed because of cultural and ethical protocols that must be followed (CA s.13.13 and s.13.14).

Community-engaged Research and Scholarly Activity: Indigenous scholars are quite often involved in community-led/engaged research and scholarship requiring that Indigenous cultural and ethical protocols are adhered to and long-term relationship practices and commitments to community are respected and upheld. The Unit Standard should describe specific expectations for Indigenous members whose work is community-led/engaged (CA s.13.5).

Alternative Workload Agreement: Units are encouraged to consider performance expectations beyond Normal Workload Allocation and to consider whether individual Indigenous faculty members and the Unit may benefit from an Alternative Workload agreement (CA ss.13.25-13.40).

Review of Career Progress Evaluation of Indigenous Members

Faculty Evaluation Policies: Each Faculty must have a Faculty Evaluation Policy for the evaluation of the work of Members in the Faculty, which includes specific criteria related to assessment of community-led/engaged research and scholarship where the Unit has members committed to community-engaged research and scholarship (CA s.25.4.c).

Evaluation Of Teaching Performance: Units are expected to recognize added teaching expectations placed on Indigenous faculty members and their contributions to the Unit's (and University's) teaching program, particularly in the form of presentations and guest lectures as well as curriculum development and design (CA s.25.7.a and s.25.7.b). Further, in the evaluation of teaching, Units are expected to consider the research-enriched and community-led/engaged teaching practices of Indigenous scholars, which may include land-based learning and other forms of pedagogy that are relevant to Indigenous nations and communities (CA s.25.7.f).

Evaluation Of Research And Scholarly Activity (Research And Teaching Streams): Beyond evaluating quality research in the form of peer-reviewed publications and scholarly papers relevant to an Indigenous faculty member's discipline, Units are to evaluate other forms of creative achievement as well as documented activities and outputs related to community-led/engaged scholarship, including the development of long-term relationships with communities as well as oral expressions of scholarly activity (CA s.25.8, s.25.9.a-g, s.25.11, and s.25.12a-g).

Evaluation Of Service: In evaluating the service contributions of Indigenous scholars, Units are required to recognize the added and exceptional service demands placed on Indigenous faculty, recognizing that Indigenous faculty are quite often asked: to take on additional service contributions, beyond the service expectations described in the FEP of all faculty members (CA s.25.14); dedicate significant time and energy to contributions to student life in relation to their academic and personal success (CA s.25.14.d); and, contribute to professional organizations and Indigenous communities outside the University (CA s.24.14.f).

Appointments, Reappointments, Promotion and Tenure Committees

Holistic Approach: Units must recognize that Indigenous scholars quite often choose to join or remain at an institution because of existing relationships – personal or scholarly – with members of local Indigenous nations and communities, Indigenous students, staff, and faculty (hereinafter referred to as UVic's Indigenous community). Concerning the recruitment and appointment of Indigenous faculty and in the reappointment, promotion, and tenure of Indigenous faculty, it should be recognized that Indigenous scholars quite often seek and are expected to contribute more broadly to the UVic Indigenous community than other faculty members on campus. Units are encouraged to respect, encourage, and uphold relationships and commitments between members of UVic's Indigenous community.

Committee Structures: Concerning the recruitment and appointment of Indigenous faculty members, and in the reappointment, promotion, and tenure of Indigenous faculty, committees must ensure that they are structured to be as inclusive as possible. As such, particularly when considering cases involving Indigenous faculty members, committees are expected to add qualified Indigenous faculty to their committees as full participatory members with full voting rights (CA s.32.2.d and s.32.3.c).

Community-engaged scholarship: As many Indigenous faculty are involved in community-led/engaged scholarship, committees are advised to add additional faculty members with expertise in research or creative activities that emphasize community-engaged scholarship (CA s.32.2.f).

Equity: At the outset of their work, committees must lay out how equity concerns will be addressed when assessing the qualifications and performance of Indigenous faculty. It is expected that all committee members will receive equity training relevant to the historical and current experiences of Indigenous people to better understand the interests, priorities, and concerns of Indigenous faculty (CA s.32.2.h and s.32.2.i).