



**FIRST NATIONS UNIVERSITY OF CANADA
SCIENCE
CRITERIA DOCUMENT**

January 2016

SCIENCE AT THE FIRST NATIONS UNIVERSITY OF CANADA PREAMBLE

First Nations people and other Indigenous groups in Canada are severely underrepresented in all areas of science. This situation is highly problematic for these communities that require scientific knowledge and skills as they gain increasing control of their land, resources, and programs related to health, environment, and communication technologies.

In order to alleviate the under-representation of Indigenous people in science, science at the First Nations University of Canada is focused on providing a culturally relevant, knowledge inclusive science curriculum that will allow students to learn the latest scientific knowledge in a variety of disciplines while maintaining a strong cultural and linguistic identity.

We believe our culturally inclusive focus depends heavily on our interdependent linkages and partnerships with Indigenous communities, the University of Regina, the scientific community (including the University of Regina), professional organizations, as well as our own internal pool of expertise from various departments.

We recognize the unique place of Indigenous knowledge in post-secondary level science education. Our goal is to provide science programs of the highest standards while ensuring an equal place of Indigenous knowledge in all aspects of teaching, research, and service where appropriate.

We believe that working with Elders, and working with those who have Indigenous knowledge, is the underlying principle of Indigenous epistemologies and pedagogies that reinforce the transmission of Indigenous worldviews and sustainable practices to future generations.

The First Nations University of Canada (FNUniv) and University of Regina Faculty Association (URFA) Collective Bargaining Agreement will be interpreted to include the following information and criteria for review and evaluation of academic staff in science.

Academic staff members are expected to review and be familiar with the Collective Bargaining Agreement. This Criteria Document is supplementary to information in the 2012-2015 Collective Agreement. The Collective Bargaining agreement takes precedence, should there be a conflict between this Criteria Document and the Collective Bargaining Agreement.

TRADITIONAL KNOWLEDGE

Science values and respects traditional and Indigenous knowledge of Indigenous people in Saskatchewan, Canada and beyond.

Elders are, of course, the primary resource persons and teachers when it comes to disseminating traditional and Indigenous knowledge and employees are strongly encouraged to involve Elders in the delivery of our programs through consulting with them on curricula and inviting them as guest lectures. Employees will be evaluated on their professional involvement of Elders and not on their personal relationships with Elders.

The criteria in the granting of promotions, permanency, and career growth increments to faculty members in science include the following five areas that are outlined in articles 18.1.1 and 19.3 of the 2012-2015 Collective Agreement.

1. Teaching Effectiveness;
2. Research – Scholarship & Professional Activities;
3. Service to the University;
4. Service to First Nations Communities;
5. Working with Elders.

1. TEACHING EFFECTIVENESS

Teaching effectiveness in science is an essential component of permanency, promotion, and career growth increment considerations in all ranks.

A full course load is deemed as four (4) courses per evaluation year. The evaluation year is from January 1st to December 31st.

If from the science unit, the full-time department head will be given course reduction equivalent to 2 courses per evaluation year in recognition of their extra administrative and supervisory responsibilities. The coordinator will be given a stipend in recognition of their extra administrative and supervisory responsibilities. In addition, course reduction will be considered for any academic staff member who is awarded a large research grant and is the principal or co-investigator and has an extensive work load associated with the research. One-course reduction will be considered also for any academic staff member who develops a new course and designs online version of an existing course.

Teaching at the university level requires more than classroom performance. All science academic staff members are expected to:

- Demonstrate mastery of their subject areas(s) or disciplines
- Be thoroughly prepared for their classes
- Communicate effectively with their students
- Present subject matter in a clear and logical manner, commensurate to the academic level of students
- Foster critical thinking and problem-solving skills
- Show willingness to respond to students' questions and concerns
- Exhibit fairness in evaluating students

Evidence for performance in relation to this criterion for effective teaching may include (and not limited to) the following examples:

- Official documentation of student evaluations, in accordance with article 19.3.8 of the 2012-2015 Collective Agreement
- Teaching awards and other forms of official recognition related to classroom practice
- Integration, wherever possible, of Indigenous knowledge and perspectives into course content and delivery
- Development of new or special teaching methods, especially those appropriate to Indigenous students
- Development of new courses or revisions of existing courses
- Participation of Elders, past graduates, or role models in classrooms to share their knowledge
- Demonstration of a willingness to respond to students' questions and concerns, and to be available to students outside of regular lecture times
- Additional voluntary contact hours (e.g. reading classes, direction of honours and graduate students, special seminars, tutoring)
- Counselling of students within the discipline
- Supervising undergraduate and graduate students in research projects
- Offering technology-based classes
- Participation in events that promote and enhance the work of the department such as professional development in cross-cultural science teaching, internship seminars related to culturally relevant course development, and recognized teaching mentorship programs
- Participation in teaching development initiatives

2. RESEARCH, SCHOLARSHIP AND PROFESSIONAL ACTIVITIES

The criteria for research, scholarship, and professional activities may include but are not limited to the following examples:

- Involvement in research projects that have direct and indirect benefits to First Nations communities
- Special effort in making research or study and the results thereof accessible to Indigenous people
- Consultations with Elders and communities in the service of research
- Consulting with Elders regarding research, scholarly work, and professional activities
- Involvement in community-based research projects
- Publication of books, papers, articles in refereed and non-refereed journals, monographs, manuals

- Acquisition of research funding
- Record of research funding application
- Working toward publication of papers, books, monographs, etc.
- Presenting papers in conferences, symposiums, and seminars
- Professional activity as a guest lecturer, speaker, and consultant
- Presentation of scholarly papers at local, provincial, national, and international events
- Attending discipline-related conferences or seminars, in so far as they contribute to professional development
- Chairing conference sessions or symposiums
- Reviews of unpublished manuscripts for granting agencies, conferences, other universities, refereed journals, or publishers
- Academic recognition as referee, reviewer, and thesis examiner
- Organizing campus-wide events, symposiums, and other scholarly venues that promote the bridging of Indigenous and scientific knowledge
- Active involvement in recognized scientific organizations related to discipline or area of expertise

3. SERVICE TO THE UNIVERSITY AND DEPARTMENT

Science academic staff are part of a larger university community of which they are expected to participate through service related activities. External committees should be beneficial directly or indirectly to the department and students.

All science academic staff are encouraged to sit on at least one or more of our own academic council committees per year as a criterion for service to the university.

Review of performance in relation to service to the university, department, and unit may include but are not limited to the following examples:

- Service in an administrative capacity as department head or coordinator
- Acting department head duties
- Involvement in committees with the First Nations University of Canada or the University of Regina

4. SERVICE TO FIRST NATIONS COMMUNITIES

Individual members' public activities contribute to our public image as an academic institution of the highest quality.

Public service for communities and organizations other than First Nations will be considered in the review.

Reviews of performance in relation to this criterion may include and are not limited to the following examples:

- Administering or volunteering in events promoting the First Nations University of Canada such as the Health and Science Camp, Wiseman Math Contest, and Pow Wow
- Service on local, provincial or national committees or associations of a professional (but not necessarily discipline-related) nature
- Engaging in education-related activities for Indigenous students or in Indigenous communities
- Serving on committees within Indigenous organizations, communities and governments
- Volunteer work in the community is important and will be extended to mainstream schools, inner city schools, and band schools

5. WORKING WITH ELDERS

Academic staff members are expected to maintain a working relationship with the First Nations Elders. Working with Elders is an expectation for professional and personal development of faculty within science, and it is interwoven with all other criteria for promotion and tenure decisions.

Academic staff members' personal spiritual activities are an important part of their growth, but are not activities that need to be reported in a review of professional performance.

Reviews of performance in relation to this criterion may include, but not limited to the following examples:

- Consulting Elders to obtain their guidance in matters pertaining to traditional cultural values and ways of doing things
- Involving Elders in the classroom in order that students might benefit from their guidance and wisdom
- Involving Elders in departmental or other meetings
- Assisting Elders, when requested by them, in matters pertaining to the affairs of the university

APPLICATION AND INTERPRETATION OF THE CRITERIA

Please see article 19.10.6 of the 2012-2015 Collective Agreement for basis of promotion.

Promotion from one rank to the next is based on evidence that the academic staff member has exhibited continual growth based on the criteria identified in this document.

Application for rank promotion is the responsibility of the academic staff member following the timelines and procedures outlined in the Collective Bargaining Agreement. Academic staff members should apprise themselves of all information in the Collective Bargaining Agreement regarding rank promotion.

Expected standards will be progressively higher in applying the criteria at more senior levels. In order to achieve a rank promotion, the number of criteria an individual is actively involved and displays excellence will increase with rank.

Academic staff whose duties and workloads are not consistent with this criteria document will have such assignments agreed to in writing with the department head and approved by the vice-president academic.

DECLARING AND SELECTING AREAS OF PROFICIENCY

For each rank the academic staff would declare an area in which an appropriate level of proficiency is required. For example, one academic staff may select Scholarship, Research and Professional Activities. However, another academic staff may select Service to First Nations Communities, for example, or Working with Elders.

Each employee will also be expected to show proficiency in the other four areas over a four year period. If any area remains unselected, the department head may assist an academic staff member in selecting an area, in order to make it possible for the department to collectively serve all five areas and for individual academic staff to gain the required proficiency in all five areas over a four year period.

An employee who has declared a certain area as an area of proficiency has the right to declare another area in any subsequent academic year. For example, an employee who at one point declared Scholarship, Research and Professional Activities as an area of proficiency, and who has maintained an appropriate record in that area may select, for example, Service to First Nations University of Canada and University of Regina at some point in her/his career in order to get a “break” from scholarship, etc. and to gain proficiency in another area. The employee should inform the department head in a timely fashion about such a shift.

Under special circumstances, and in consultation with the department head, a member may be judged on only two criteria areas, as long as the performance in these areas far outstrips what would be normally required.

PERMANENCY

Each academic staff member who holds a probationary appointment may apply for permanency at any time. An appointment will be made permanent at any of the four levels (including progression through the four levels) if the performance of the academic staff meets the criteria determined in article 19.10.3 of the 2012-2015 Collective Agreement.