



**FIRST NATIONS UNIVERSITY OF CANADA  
INDIGENOUS JOURNALISM AND  
COMMUNICATIONS DEPARTMENT (INCA)  
CRITERIA DOCUMENT**

## **JOURNALISM AND COMMUNICATIONS AT THE FIRST NATIONS UNIVERSITY OF CANADA PREAMBLE**

First Nations people and other Indigenous groups in Canada are severely under-represented in many areas of journalism and communications. This situation is highly problematic for Indigenous and non-Indigenous communities that require Indigenous perspectives and knowledge in order to accurately represent Indigenous peoples in the media and need assistance integrating Indigenous worldviews into their daily practices.

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

We believe our culturally inclusive focus depends heavily on our interdependent linkages and partnerships with Indigenous communities, the University of Regina, the journalism and communications fields, as well as professional organizations, and our own internal pool of expertise.

We recognize the unique place of Indigenous knowledge in post-secondary level education. As such, our goal is to provide programming 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 and lived experience, 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 Agreement will be interpreted to include the following information and criteria for review and evaluation of academic staff.

Academic staff members are expected to review and be familiar with the Collective Agreement. This Criteria Document is supplementary to information in the 2022-2028 Collective Agreement. The Collective Agreement takes precedence, should there be a conflict between this Criteria Document and the 2022-2028 Collective Agreement.

### **TRADITIONAL KNOWLEDGE**

INCA 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 Journalism and Communications include the following four areas that are outlined in articles 18.1.1 and 19.3 of the 2022-2028 Collective Agreement. It is noted that working with Elders and Indigenous Traditional Knowledge is a foundation of these four areas.

1. Teaching Effectiveness;
2. Scholarship, Research & Professional Activities;
3. Service to the University, and University of Regina;
4. Service to First Nations Communities;

## **1. TEACHING EFFECTIVENESS**

Teaching effectiveness 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 July 1<sup>st</sup> to June 30<sup>th</sup>.

If from the INCA unit, the program coordinator will be given a choice of a one course reduction equivalent to 1 course per evaluation year in recognition of their extra administrative and supervisory responsibilities or equivalent financial compensation according to Appendix B, Number 10 in the 2022-2028 Collective Agreement. 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. Note that a research reduction, this would come from the research project budget. A course development reduction would need to be approved through the academic budget process.

Teaching at the university level requires more than classroom performance. All INCA 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 2022-2028 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 teaching, internship seminars related to culturally relevant course development, and recognized teaching mentorship programs
- Participation in teaching development initiatives

## **2. SCHOLARSHIP, RESEARCH & 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 UNIVERSITY OF REGINA**

INCA 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 INCA 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. Staff are also encouraged to share their communications and storytelling experience with the larger community. Working with and mentoring students in the campus radio station, CFNU, will also be considered part of the service work of this department.

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 a program 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, creating programming or communications plans for other department initiatives, running the radio station, and ensuring we tell campus stories
- 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
- Assisting communities and organizations with communications and/or storytelling
- 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

As noted above all four areas, it is recognized, as per the 2022-2028 Collective Agreement, that working with Elders and Traditional Knowledge should be the foundation of all four areas listed above. In INCA, this includes traditional storytelling methods, the integration of lived Indigenous experience, and the prioritizing of Indigenous philosophy.

### **APPLICATION AND INTERPRETATION OF THE CRITERIA**

Please see article 19.3.1 of the 2022-2028 Collective Agreement for basis of promotion and review.

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 2022-2028 Collective Agreement. Academic staff members should apprise themselves of all information in the Collective 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 that may be outside of the agreement are at the discretion of the faculty member and VP Academic. Such assignments would be agreed to in writing and approved by the VP 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.

Each employee will also be expected to show proficiency in the other 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 four areas and for individual academic staff to gain the required proficiency in all four 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.

### **PERMANENCY**

Each academic staff member who holds a tenure-track appointment may apply for permanency at any time. As per article 15.1.1 in the 2022-2028 Collective Agreement these levels include:

#### 15.1.1 Faculty

Every appointment to the faculty is made at one of the following ranks:

Professor;

Associate Professor;

Assistant Professor;

## Lecturer

An appointment will be made permanent (including progression through the four levels) if the performance of the academic staff meets the criteria determined in article 19 of the 2022-2028 Collective Agreement.